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ABSTRACT

This document is comprised of the 12 monthly issues of a newsletter providing support and information for providers of child care for school-age children. The featured articles for each month are: (1) "Tips for New and Old for the New School Year" (September); (2) "Train Them and Retain Them: Keeping Quality Staff" (October); (3) "What Older Kids Think and Feel and the Implications for Successful Interactions with Them" (November); (4) "Is It Time for a School-Age Care Credential?" (December); (5) "ADHD: Same Label, Different Settings. An Inquiry into Behavior Problems" (January); (6) "New Vans Banned for To-and-From School Use" (February); (7) "Marketing Summer Programs" (March); (8) "Time for 'Time-Out' to Retire. Let 'Balance Center' Take Its Place" (April); (9) "Tackling Staff Turnover: Struggles and Strategies" (May); (10) "The Challenging Parent" (June); (11) "Good After School Care. One Answer to School Violence" (July); and (12) "Enrichment Programs Follow-Up" (August). Regular features in the newsletter include activity suggestions, information on conferences and resources, and editorials. (KB)

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School Age NOTES
Volume 19

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Volume ~~XVIII~~ XIX #1 The Newsletter for School-Age Care Professionals September 1998

School-Age NOTES

ISSN0278-3126 © 1998 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Tips for New and Old for the New School Year

Learn their names. We all respond more positively when people know our names. Learning the children's names quickly is a key to discipline, safety, and building relationships.

Listen to the kids. What are their interests and concerns? Let staff know they should stop when appropriate and really listen each afternoon to what the kids are saying, particularly the older ones.

Attract kids to activities with your own interest and enthusiasm. You don't need to insist all kids come to your activity. Just sit down with the materials and start making something. Let them get curious because of your interest and focus then allow them to join you as if it was a privilege.

"No, it's not lazy planning"— Try Junk Galore, just bring in "lots of junk" such as plastic lids, rubber bands, cartons, cans, boxes, wallpaper samples, nuts & bolts. (What scraps are tossed at your parents' places of work?) Put out on a table and ask the kids what they might make with it.

Be equity and diversity conscious. Kids notice if you pick the same ones each time or just girls, boys, younger, older, black, white, Latino, bubbly, etc., so be conscious of your patterns.

Involve the kids in the planning and operation of the program. Older kids will be more invested and loyal to a program that they had a major part in planning and operating. One program went as far as to have the kids develop the budget and write the checks.

Allow time to hang out. Older kids are particularly interested in just being with their friends. They are not necessarily interested in jumping into an activity after school even if it is something they normally like to do. In fact, activities and outside equipment often are just "props" the kids use to have a reason to be together, to talk and gossip, to observe and gage others' reactions to things talked about. Younger children need time and space to just do "nothing," to daydream, imagine, and reflect on their day at school.

Use 3-step conflict resolution.
1) Open communications by using active listening and encouraging I-statements. 2) Determine what alternatives could have been used or are currently available. Have some ready made alternatives such as "walk away," share, talk it out. 3) What are the consequences to each alternative? And which alternative will you try next time or use now to resolve a conflict?

Responding to Defiant Children: Try to avoid imposing your will and getting caught up in arguments with children. Acknowledge children's desires and negotiate to reach a mutually acceptable solution. When you must stand your ground, offer children choices. For example, "I know you don't want to stay inside right now, but we can't go out until 3 o'clock. Let's find something special for you to do while you are waiting." ❧

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NSACA 2-Days

April 16-17, 1999 in San Antonio

The National School-Age Care Alliance (NSACA) 11th Annual Conference will look slightly different from the past four years.

The conference will be 2 days, April 16-17, 1999, with a Professional Leadership Day and site tours, for additional fees, on April 15. The Professional Leadership Day will be a special preconference day requiring a small additional fee and preregistration. It will contain tracks of both professional development workshops and a public policy workshop.

Fiesta San Antonio

The Monday following the conference (April 19) is Fiesta San Antonio, a week-long, Mardi Gras-type event. During the week before which is when NSACA occurs there will be pre-Fiesta events that NSACA conference goers may enjoy attending. While the conference headquarters hotel, the Adams Mark, is on San Antonio's famous Riverwalk and is serviced by the water taxis, it is several blocks away from the Fiesta's main Riverwalk area and the Rivercenter Mall (the water taxis motor right into the mall!) which is a block from the Alamo. See page 7 "Book Hotels Now." ❧

PS 027722

State	Required Ratios # Children per Adult
CT	10
NY	10
PA	12
ME	13
NV	13
RI	13
VT	13
CA	14
MT	14
MA	13-15
CO	15
DC	15
IA	15
MD	15
MN	15
NE	15
NH	15
NM	15
OR	15
SD	15
WA	15
KY	15-20
KS	16
WV	16
ID	18
ND	18
NJ	18
OH	18
WI	18
AK	20
AR	20
AZ	20
HI	20
IL	20
IN	20
MI	20
MO	20
MS	20
OK	20
UT	20
VA	20
AL	22-25
SC	23
DE	25
FL	25
GA	25
LA	25
NC	25
TN	25
WY	25
TX	26

State-by-State Minimum Ratios

In this past February's issue we listed and ranked by state the number of centers with after school programs, school-age as a percentage of the total number of centers, and population rankings. What we didn't have room for was the state ratios.

The state ratios on this page are from the survey last year in the July/August (1997) issue of *Working Mother* about "how your state rates." We reported the information from the survey by *Working Mother* in the October issue of SAN. What is missing from *this* year's survey in that same publication are the ratios for school-age care. Since ratios are always a big topic, we are publishing the ratios from last year's survey.

The rankings for number of centers with after school programs were based on the Wilson Marketing Group's mailing list. The state rankings by population were derived from 1996 Census Bureau estimates.

Great Ratios = Fewer Programs Poor Ratios = More Programs

A rule of thumb (with many exceptions) is states with poor ratios like Texas 1:26 and Tennessee 1:25 have more centers with after school programs than would be expected by their rank by population. A reason for this could be surmised that it is due to the profitability of operating at 1:26 rather than 1:10. This is a rough rule of thumb because there are other variables such as percentage of elementary-age children in the state, percentage of mothers in the work force who have elementary-age children, and states that do not require programs in schools to be licensed or other reasons they do not show up in the Wilson list.

Looking at the number of centers per 100,000 population gives us another measurement tool. It is not a surprise that Texas with high adult:child ratios (1:26) and which has the most number of centers (5129) and the greatest percentage of centers with after school (86%) also has the highest number of centers per 100,000 at 26.8 centers. A surprise would be Vermont with a great, low adult:child ratio of 1:13 but also a high number of centers rate at 25.2.

Those states with the best ratios like Connecticut and New York at 1:10 have only 14.9 and 5.9 centers per 100,000 people (which was the worst rate of service based on centers per population). Pennsylvania also suffers from its good ratio of 1:12 with its poor service of 8.7 centers.

It would be misleading to make too many more comparisons or correlations with so many variables. It's interesting, however, to see states that have not been noticed nationally for their advocacy turn up with great minimum ratios, specifically Maine, Nevada, Rhode Island, and Montana. ❧

NBCDI Conference

The 28th Annual National Black Child Development Institute Conference will be held October 10-13 in Chicago. Titled "Miles To Go, Promises To Keep in the New Millennium", the conference will feature over 80 workshops and seminars focusing on issues for African American children and their families.

For registration information call 800-556-2234 or 202-387-1281. ❧

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Community Service: Getting Everyone Involved

by Charles Pekow

Youth helping youth. It's the latest service trend to sweep the nation. The idea of community service has always included a youth component, but in recent decades the poor, the elderly, the environment and the homeless were service projects emphasized to youth volunteers. Now, school-agers are finally getting their day in the latest call for volunteerism.

Youth service was a topic of discussion at the recent National School-Age Care Alliance conference in Seattle - not only adults serving youth, but youth helping each other, largely by college, high school and older school-agers working with younger children. You don't have to grow up to fulfill your own soul by helping younger souls. And school-aged children needn't be the recipients of all volunteer efforts - they're old enough to contribute.

School-age programs that aren't taking part of the volunteer pool are missing out on a good resource.

Getting Children Started on the Road to Service

"An older child reads to a younger child as a community service project. It is that simple," explained Jan Wilken, Adventure Club facilitator for Rockwood School District in Fenton, Mo. "It does not have to be your whole group doing it. It can be one child. The first thing you have to have is an enthusiastic staff. I get together at least once a month with older children, sometimes two or three times a month."

The children - from kindergarten on up - serve in many other simple ways, from sweeping the cafeteria floor after lunch to collecting newspaper coupons for parents to use to save on groceries. They also recycle in non-standard ways, such as collecting egg cartons and giving them to a local poultry farmer who reuses them. They made cookies for the local police and fire departments.

Rockwood keeps a list of local organizations needing help. You don't have to look far: Start with the yellow page listings for social service organizations, health organizations, etc. "We sometimes tend to forget our neighbors. Old people may love flowers but not be able to bend down and plant them any more," Wilken noted.

Sometimes you have to reject kids' ideas. "One year, they wanted to do a car wash to raise money," Wilken recalled. "We didn't approve the car wash because of safety factors and where it would be located."

Teens in Service

3 p.m. doesn't end the official school day just for grade schoolers. High school and community colleges get out around the same time and teens become available for community service projects such as helping in school-age programs.

But don't look in the library to find much guidance about community service. "There is hardly any literature," said Shelly Murdock, 4-H Youth Development advisor for Contra Costa County, CA. "There are many programs where teens tutor one another or tutor younger children. A kid is not reading as well as he should be so they have a tutor. That works pretty well, but not many researchers have studied it or explained how to maximize the experience."

Murdock and colleagues found some literature on mentoring and counseling, but not on tutoring - teens following a service curriculum, not just helping with homework or remedial reading. To help remedy the shortage of research, they studied 14 programs in the San Francisco Bay area.

The researchers judge success by a program's ability to attract teens for "several years" and who spoke well of the program. Some findings might surprise you. Program funding and whether the teens lived in the community didn't affect quality significantly. Neither did the director's salary or education level.

They found these keys to success, according to Faye Lee, another 4-H advisor.

1. An effective director committed to teens. Successful ones concerned themselves with the needs of the older students as well as elementary school ones. They built relationships with them outside work, sometimes lasting years.

2. Careful recruitment and selection of teens - not just taking "anybody who wanders through."

3. A curriculum in place.

4. Initial teen training. Teens got between 10 and 30 hours of training before starting. They learned not what to teach their youngsters, but how to serve as a role model, team building, mulitculutural understanding, etc.

5. On-going support. Teens met regularly to talk not only about the project, but about their lives, in order to gain support from colleagues and adults.

6. Team building. "They learn from each other if they have different skills."

7. Preparation for success. "Send them in prepared" – such as inviting the teens to watch the children to familiarize themselves with their behavior.

8. Recognition and reward. Write letters of recommendation for the high schoolers. Some paid them. If they didn't, they lost some to paying jobs.

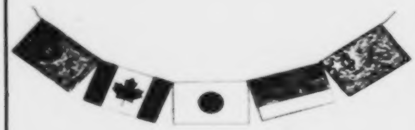
9. Monitoring and evaluation. Provide constant feedback. Some offered teens the chance to evaluate themselves.

The university offers several publications stemming from the research. They include *25 Surefire Ways to Enhance Learning*, $9; *Teens as Teachers*, $6; *Service Learning - Building Community: A Blueprint for Action*, $6; and *Service Learning - A Guide for Adult Coaches: Blueprint for Action*, $3. Prices include shipping. From U.C. Cooperative Extension, 75 Santa Barbara Rd., 2nd Floor, Pleasant Hill CA 94523, 510-646-6540.

Charles Pekow is the editor of "Day Care U.S.A."

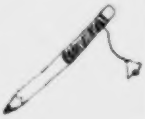
Universal Children's Day

The first Monday in October is Universal Children's Day, which was originated by the United Nations in 1953. Have children draw and color a flag from a country reflecting their family's heritage. Hang the flags around the room or from a clothesline set up outside.



Pencil Wraps

Wrap 6-strand embroidery floss around a pencil to make a distinctive writing instrument. Glue one end of the floss with a dot of white glue just below the eraser, leaving a 3 inch tail of the floss hanging down. Wrap the floss tightly around the pencil to about halfway down the length of the pencil. Anchor the end with another dot of glue and cut off any excess floss. Attach a bell, colored paper clip or decorative beads to the loose tail at the top.



Dog Inspirations

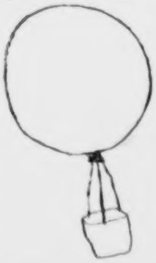
Illustrator Steven Kellogg was born on October 26, 1941. He was inspired by Pinkerton, a Great Dane. Charles Schulz drew Snoopy in his cartoons. Clifford, the Big Red Dog, is the creation of Norman Bridwell. Draw your favorite dog (or other pet) and read a dog story.

Fingerprints

The Fingerprint Society was founded in October 1915. No two fingerprints are alike and they are used to identify people. Ask your police department about a fingerprinting project for your program or do your own. Write your name on the top of an index card. Place your fingers, one by one, on a stamp pad and then on the card. Examine your prints with a magnifying glass. Make print people or print creatures by adding arms and legs, hats, smiles, eyes, and hair to your fingerprints.

Hot Air Balloon Race

Attach a small paper cup to the strings of a helium balloon. Place metal washers or other weights in the cup until the balloon stays in midair. Set up several racing balloons this way and blow them or use a fan to propel them across the room. If you race outside, let the wind determine the course. Try to predict the winner.

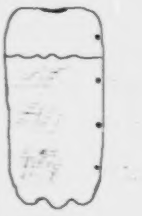


Recipe for a Great Kid

Help each child write a recipe for themselves. For example, 1 cup curly hair, 12 freckles, 2 tablespoons giggles, and a quart of kindness. Include a drawing of each ingredient and the finished product. Put the recipes together into a cookbook as a memory book or as a gift for parents.

Water Works

Cut the top off of a two-liter plastic soda bottle. Make holes, 1 1/2 inches apart, along a vertical line on one side of the bottle. Put the bottle in a pan to catch the water. Cover the holes with your fingers and fill the bottle with water. Move your fingers to allow the water to flow through the holes. Are all the streams of water the same? Because the pressure increases with the depth of the water, the lower fountains will shoot out further.



National Pizza Month

October is National Pizza Month. To celebrate serve English muffin pizzas that the children can make themselves for snack. Get pizza sauce, cheese, perhaps some pepperoni and mushrooms and let each child create his/her own.

Or, as a special treat for Halloween or some type of harvest festival have a Friday pizza party providing pizza delivery. Invite parents to stay after work to have pizza, giving them a night off from cooking.

Answer to "Fall Frolic" question on page 5:

As you lean against the wall your weight is concentrated (your center of gravity) in your left foot. If you raise it you will fall down.

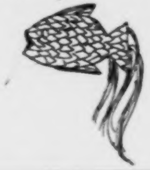
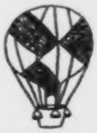
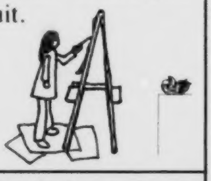
Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Mary Swain Landreth* of Orlando FL.

41 Activity Ideas

The minimum number of Activity Ideas in this issue is 41.

OCTOBER CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
CHILDREN'S DAY	A *Japanese* celebration: Make origami cranes, symbols of peace, and hang them from a branch. 	A *Mexican* celebration: Learn the Mexican hat dance. 	An *English* celebration: Have tea party at 4 o'clock. 	An *Indian* celebration: The Hindu festival of light, *Diwali*, is Oct. 25. Some Indians draw designs on their steps to celebrate. Use chalk to draw your own.	A *Chinese* celebration: Make a fish kite and fly it. 
FALL FROLICS	Make a collage of things that fall in the fall: leaves, berries and snowflakes, if you live in a cold climate.	Make a collage of things that rise in the fall: clouds, smoke, hot air balloons. 	Pretend you have an anti-gravity belt and can float. Draw what your play area looks like when you are floating above the ground.	Sir Isaac Newton dropped apples to study gravity. Try dropping objects of different weights at the same time. Which hit the ground first? Why?	Put your right foot and cheek against the wall. Now try to lift your left foot off the floor. Why can't you do it? (See p. 4 for the answer.)
GREAT INVENTIONS	Alfred Nobel, a Swedish engineer, born in October 1833, invented dynamite and established the Nobel Prize. Design a prize that you would award for peaceful work.	Henry Blair, an African American inventor, patented a corn-planting machine in 1834. List as many corn products as you can. Have corn chips for snack.	Mary E. Pennington, a chemist and pioneer in safely freezing food, was born October 8, 1872. Mix a popsicle potion (drink powder and water, freeze and eat.	On October 27, 1891, Paul L. Downing, another African American inventor, patented the first mailbox. Send a letter today.	What invention could you absolutely not do without? Imagine a week without it. What would you use instead of the invention?
MEASURE UP	The Statue of Liberty, a gift from France, was dedicated in October 1886. Her index finger is 8 feet long. Measure and draw a finger that size.	Use your traced and cut-out footprint to measure the distance across the room. Then use a 12" ruler to meaure the distance. Is your foot a foot?	Guesstimate how many tablespoons of unpopped popcorn kernels will be needed to make enough popcorn for the whole group.	Weigh the unpopped popcorn. Compare with the weight of the popped corn.	Figure out how many months, weeks, and days old you are.
COPY CATS	Give each child a turn to be the leader and have everyone follow the path and actions of the leader exactly, as he/she walks, jumps, or climbs around outside.	Have each child draw two exact objects on each half of an index card. use the cards to play a one of a kind memory game.	Give each child art materials to copy a "still life" of arranged fruit. 		
AHOY THERE!	Make a boat that can float in a pan of water for at least 2 minutes. Use leaves with stick masts, folded paper, or glued craft sticks.	Shape heavy foil into a boat. See whose boat can hold the most metal washers before it sinks.	Why do boats float? (Because the water that they displace weighs more than they do.) Will a stone float? Try a piece of pumice stone.		

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Washington Notes

by Charles Pekow

Charles Pekow is the editor of "Day Care U.S.A." This report is written exclusively for SAN readers.

Millions of Snacks to be Served

The Congressional Budget Office (CBO) estimated that a new after school snack bill working its ways into law will cause school-agers to consume 62 million snacks next year after school. And these programs tend to grow as fast as children, so CBO projects schools will be serving 100 million more snacks by 2008.

The new snack is part of the Child Nutrition & WIC Reauthorization Act approved by the House and Senate Labor & Human Resources Committee. The program allows schools on the School Lunch Program to add after school snacks if they run activities that aren't licensed day care. Teens up to 18 could participate only in low-income areas.

Appropriations Hold the Line

Other than the new snack, Congress isn't cooking up much for school-age care this year. Without authorizing legislation, appropriations committees have shown reluctance to fund new initiatives. The House Appropriations Committee (HAC) warned the administration that it won't add significant new money for children's programs until there is solid evidence they work.

HAC approved an FY99 spending bill for Labor, Health & Human Services, Education & Related Agencies providing only $1 billion in discretionary funds for the Child Care & Development Block Grant, saying no further money is authorized. The funds would go out the last day of the year except for $19.1 million for school-age care and resource & referral that would go out immediately. States have to pay for new services with the earmark, not replace other funding.

Both appropriations committees declined the administration's request to rearrange spending for juvenile crime prevention programs, opting to wait for authorizing legislation. Both committees approved FY99 spending bills for the Justice Dept. The Senate version would double funding for Boys & Girls Clubs of America to $40 million, while the House retains the $20 million mark.

ACF Finalizes Block Grant Rules

Your state government can't sneak any school-age plans past you. The Administration for Children & Families issued final rules governing the Child Care & Development Block Grant: states must publicly distribute their proposed plans so you can study them before commenting at the required public hearing.

Reporting Child Care Census

States must use Census Bureau standards for reporting race and ethnicity of children getting care. They will have to answer two questions. On ethnicity, they will have to categorize children as either "Hispanic or Latino" or "not Hispanic or Latino." Concerning race, they must categorize children as American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, or White. More than one category can be marked.

Medallion At Over 500 Schools

Medallion School Partnerships, a sister company of Children's World Learning Centers, provides customized educational and recreational programs for school-age and preschool children on the premises of elementary schools. It's largest program is *Champions*, the before and after school program which is now offered at over 500 schools nationwide and part of a growing trend of contracted school-site services.

According to Rick Turpenoff, Medallion's Executive Vice President, "The challenge of managing a rapidly growing education company is to continuously attract high caliber management and educational talent." In fact, Medallion is currently seeking a Vice President of Sales and multi-site managers capable of managing from 15 to 100 before and after school sites. (For further information regarding positions, contact Kim Kopp at 303-526-3404.)

Medallion, based in Golden Colorado, is one of four educational divisions of ARAMARK Educational Resources (AER). AER's other educational divisions include Children's World Learning Centers, Daybridge Business Partnerships, and Meritor Academy.

Two Positions at Wellesley

The National Institute on Out-of-School Time (NIOST) at the Center for Research on Women, Wellesley College has two staff openings for Fall, 1998:

Project Associate: coordinates a national training and technical assistance initiative funded by the Corporation for National Service, designed to improve the quality and capacity of out-of-school programs through the integration of service and service learning.

Operations Manager for the Training Department: will manage the internal and external functions of the department. Will coordinate and provide leadership to a nationwide network of consultant Training Associates. Will design new trainings and conduct sessions as needed.

Send resume to: Ellen Gannett, NIOST, Center for Research on Women, Wellesley College, 106 Central St., Wellesley, MA 02181.

Postage Increases

SAN Guarantees Rate

Come January 10, 1999, postal rates will once again be increasing. First class postage increases 1¢ to 33¢ and it's expected that 2nd class postage rates will also increase.

However, in spite of these increases, School-Age NOTES guarantees its current subscription and shipping rates through August, 1999.

The last subscription cost increase for the newsletter was in September 1996, and shipping charges for catalog orders haven't increased since 1992.

Music City Time

TennSACA Seeks Workshop Proposals

The Tennessee School-Age Care Alliance will sponsor the 10th Annual Tennessee School-Age Care Conference in Nashville, March 5-6, 1999 and is seeking workshop presenters.

Workshops are one hour in length. Presenters should indicate whether they are willing to repeat their session. Up to two presenters per workshop will receive complimentary registration.

Interested presenters should send a workshop proposal which includes the workshop title, a 50 word or less description of the workshop, plus the presenter's job title, agency/program, address, and phone number. Proposals are due October 15, 1998.

Send proposals to Sandy Yarnell, Conference Chair, Julia Green Extended Care, 3500 Hobbs Rd., Nashville TN 37215. For more information call Sandy at 615-298-5145. ❧

NSACA '99

Pre-Assigned Workshops New Strategy for Conference

For the first time in its 10 year history the National School-Age Care Alliance Conference will use a system of signing up ahead of time for workshops. (See front page for more on conference.) This system is used at some school-age and early childhood conferences. It usually involves listing your first three preferences for each session with choices assigned on a first come, first serve basis. This is a strategy to prevent overcrowding or being closed out of sessions and to allow more effective room assignments. In the past, some workshops that attracted little interest were placed in large rooms and ones that were unexpectedly popular had small rooms. Signing up for workshop choices will also encourage people to register early. (Preliminary conference programs and registrations materials will be mailed in January.)

San Antonio will be the first NSACA conference that is planned and run by the national organization instead of a state affiliate. The Texas Association for School-Age Care with help from its local members will provide hospitality, site tours and other help for the conference.

It also will be the first time a professional conference management firm will be used to register participants and organize the exhibits. This strategy will help with NSACA's capacity to use pre-assigned workshops and better track its registrants. ❧

Book Hotels Now for San Antonio

As referred to on page 1 the NSACA Conference will occur during pre-Fiesta events. Many Fiesta goers book hotels a year ahead. Our local San Antonio conference committee has suggested booking now especially if anyone thinks they may want to stay an extra day or two for the Fiesta.

Call the hotel direct and tell them you are attending NSACA (National School-Age Care Alliance). Adams Mark Hotel is a new hotel and will be conference headquarters and house exhibits, single/double $138 (210) 354-2800. Camberly Gunter Hotel is a completely remodeled quaint, turn-of-the-century hotel which will house some workshop sessions and is two blocks (only 250 steps) from the other hotel but is closer to restaurants. Single/double $120 (210) 227-3241. Four Points Sheraton is 5 blocks away and has NSACA room rates of single/double $109 (210) 472-1212. ❧

For additional hotels check the NSACA web site: www.nsaca.org. ❧

Shared Vision

"Shared vision is much more than wanting quality programs for children and families. It involves a unified view of ***how*** *such programs are to be created and maintained. This view becomes the framework or driving force as links are formed." —P. D. Zeece, "Links Are More Than Little Pig Sausages!" from* Does Your Team Work?, *Exchange Press, 1997.*

SAC CONFERENCES

INDIANA Sept. 26, 1998 **New Listing**
Indiana State SAC Conference, Indianapolis
Contact: Linda, 317-283-3817

MINNESOTA Sept. 25-26, 1998
MNSACA Older Kids Conference, Minneapolis
Contact: Doug Peterson, 612-928-2657

IOWA Oct. 17, 1998
Iowa SAC Alliance Conference, Iowa City
Contact: Val Calderwood, 319-337-2095

NEW JERSEY Oct. 16-17, 1998
Annual SAC Conference, Basking Ridge
Contact: NJSACCC, 973-597-1050

ONTARIO Oct. 14-16, 1998 **New Listing**
9th Annual SACA Conference, London
Contact: Holly Gerrits, 519-471-4300

UTAH Oct. 16-17, 1998
Utah SAC Alliance Conference, Midway
Contact: Kathy Carr, 435-657-0911

MICHIGAN Oct. 20, 1998
11th Annual Michigan SACC Conference, Troy
Contact: Dr. Joan Lessen-Firestone, 248-209-2035

ALBERTA Oct. 23-24, 1998 **New Listing**
2nd School-Age Care Conference, Calgary
Contact: 403-250-5648

NEW MEXICO Nov. 6-7, 1998
4th Annual NMSACA Conference, Albuquerque
Contact: Mike Ashcraft, 505-296-2880

NORTH CAROLINA Nov. 6-7, 1998
NCSACCC Annual Conference, Raleigh
Contact: Connie Greeson, 919-731-1520

OREGON Nov. 7, 1998
11th Annual SAC Conference, Albany
Contact: Colleen Dyrud, 503-725-8528

COLORADO Nov. 13-14, 1998
8th Annual SAC Conference, Denver
Contact: Sandy Minster, 303-420-9721

CONNECTICUT Nov. 14, 1998 **New Listing**
Annual State CSACCA Conference, Farmington
Contact: Susan Krampitz, 203-484-2684

VIRGINIA Nov. 13-14, 1998
7th Annual SAC Conference, Williamsburg
Contact: Ginger Tomlinson, 540-966-3676

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School-Age **NOTES**
PO Box 40205
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PERIODICALS

September 1998

RESOURCES

Toronto NAEYC Abundant SAC Track

The National Association for the Education of Young Children's 1998 Conference in Toronto, Ontario, Canada November 18-21,1998 has one of the largest school-age tracks ever. Over the past 14 conferences the number of school-age workshops has varied from 16-23. This year there are 22 SAC workshops, one preconference session, and one two-hour seminar. Tracks are allocated workshops in relation to the total number submitted; thus for this year school-age was a popular topic. While presenters come from all over, Ontario has a strong tradition of school-age care as well as many forward-thinkers in the field.

The number of school-age workshops is not what should really attract seasoned school-age professionals but rather some of the other 858 workshops. There are 66 workshops in Professional Development with multiple sessions on staff development, ethics, and training techniques. The 54 workshops in Administration include managing multiple sites, staff evaluations, reducing turnover, supervision, legal issues, etc.

This is a wonderful and easy opportunity to travel outside the U.S. to a safe, very diverse, multicultural city with great tourist sights, restaurants, and even underground shopping. You don't have to have a passport but this is a great opportunity to get one. (They cost $40; call post office for info.) For type of documentation needed to return to the U.S. see the Preliminary Conference Program or contact airlines.

For Preliminary Program (with registration info) call 800-424-2460 or 202-232-8777.

Youth Violence Book

Things Get Hectic: Teens Write About the Violence That Surrounds Them is a collection of essays written by teens who describe the violence occurring in their lives. The book powerfully speaks to the needs of adolescents and could serve as an advocacy tool for youth programs.

Look for the book at local bookstores.

Correction

In our July, 1998 issue, we listed a resource for recreation leaders called **RADWORKS**. They have a website with leadership tips and other resource information. Unfortunately we inadvertently omitted a letter from the website address. The correct address for **RADWORKS** is:

www.jonessquare.com/radworks

Volume ~~XVIII~~ XIX #2 The Newsletter for School-Age Care Professionals October 1998

School-Age NOTES

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Train Them & Retain Them

Keeping Quality Staff

by Jennifer Faber

Editor's Note: *The following article was published in the August, 1998 issue of* School-Age LINK, *the newsletter of the Florida School-Age Child Care Coalition (FSACCC). The tips listed below can be applied to any time there is staff turnover and the need to train and retain staff. This article is reprinted with permission.*

The endless days of summer are...over, and the new school-year [has begun]. ...Our direct child care hours have been cut in half, but with this ease in our work schedule, we also are at the time of year when many programs experience staff turnover.

I've never heard anyone complain about getting too many pats on the back.

Student counselors [have] headed back to school and teachers [have returned] to their classrooms. What this means for anyone who is responsible for hiring staff is interviewing and training.

In the summer issue of *NSACA News* a cost analysis of a typical child care staff turnover reflected a cost of nearly $1,450! This accounted for the complete process from interview to retraining staff. So with that in mind, once you've selected who you think might be a qualified, capable candidate for the job, here are a few tips to assist you in retaining them.

- Do not throw them to the wolves (or the children)! Take time to review all aspects of the program and detail their job responsibilities, citing specifics.
- Give them time to adjust to the children for a few days, while in the company of another group leader.
- Inform them of your training requirements and let them know where they can go for training. Be supportive of their desire for professional development and assist financially, as your budget allows. (State, regional, and national SAC conferences are helpful.)
- See yourself as their coach and keep in mind that you want to retain this person, so mutual respect is essential. Supervisors should be capable of performing all the job duties of their subordinates.
- Show you care! Express your concern by sharing ways they may be able to improve themselves and show how they may benefit from taking the actions you suggest.
- Be friendly, but do not treat them like a close personal friend. This works best for both parties when work conflicts arise.
- Tell them everything and expect them to tell you the same. Shared knowledge builds trust and loyalty.
- Ask your staff often, "What can I do to help you?"
- Recognize them by acknowledging their accomplishments. Reward them as much as possible. There are plenty of non-monetary ways to reward staff and I've never heard anyone complain about getting too many pats on the back.

Jennifer Faber is the current president of the Florida School-Age Child Care Coalition.

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SAC Accreditation

NSACA Gets Ready to Launch

The following is from the National School-Age Care Alliance (NSACA) summer newsletter NSACANews:

After two extensive field tests, NSACA is about to launch a national program improvement and accreditation system for school-age care. The full kit of materials, "Advancing and Recognizing Quality," is available only from NSACA. The kit contains the newly revised and highly acclaimed ASQ: Advancing School-Age Child Care Quality, from the National Institute on Out-of-School Time. The kit includes brochures, a video, team member booklets, a poster to help the self-study team, guidelines, and the applications for NSACA program accreditation. The cost of the kit is $150.

NSACA will start accepting applications for accreditation in the fall of 1998. Visits will be scheduled as soon as there are trained Endorsers available in the region. Cost of the accreditation visit is $750. That fee is calculated to cover the direct costs incurred in the visit. There is no "overhead" to NSACA included.

(Continued on page 6)

Letting Parent Councils Run Schools

A recent article in the *Tennessean* newspaper reported on the nationwide educational paradox highlighted by a Metropolitan Life Foundation study. The conclusion of the study was that teachers want more parental involvement in schools so long as parents aren't given leadership roles. Now where does that leave parents who would welcome more involvement in their child's school and teachers who would appreciate more than cupcakes and chaperoning field trips from parents?

> **The council actually does the work required to keep the school running from day to day.**

In 1990 the state of Kentucky took the matter in hand and mandated school councils for every public school. The principal, three teachers and two parents comprise the council, with parents being elected to the council each year. The council actually does the work required to keep the school running from day to day. The effect has been to decentralize control of school policies and budgets. Sometimes a principal has to work in the community to generate interest in the school and parents involved have to work hard to get other parents involved to keep the school councils going.

Some states have used what are called site-based teams of teachers, parents and principal to produce school improvement plans for each school. Those most successful have treated parents as partners and given them real input in decision-making and responsibility for outcomes. Parental involvement can produce a ripple effect involving pride in the school, adult education, and an influx of resources.

What Does This Mean for After School Programs?

How could parent involvement on school councils affect after school care?

- It could have the effect of putting an advocate for the after school program in a strategic place. This is especially true if the program is located within the school.
- It could serve as a model for parental involvement on your program's advisory board, or the reverse could be true with parental involvement in the program serving as a model for the school system.
- Parental involvement could increase parent satisfaction, bring in resource persons with special skills and insights, and provide a positive influence for the children.

Parents & SAC

What *Should* We Expect?

An article in the September 1998 issue of *Young Children*, the magazine of the National Association for the Education of Young Children (NAEYC), looks at the latest research on including parents in the early childhood program and becoming *family*-centered as opposed to just *child*-centered. The article suggests the many benefits of having parents more actively involved in their child's programs, especially as the diversity of culture and ethnicity in children's programs increases.

The article makes the following suggestions on the basic principles a program should operate by that is conducive to greater parent involvement:

- The program serves families, not just children alone.
- Relating to parents must be in tune with the widespread demographic changes and circumstances of the families in the program.
- Parent and teacher confidence in each other is basic to a healthy relationship.
- Relations with parents should be individualized to best meet the needs of the particular child.
- The program actively acknowledges parents as persons.
- Parent beliefs are important in facilitating their participation in meetings and other activities.
- Concepts of quality care need to include parent perspectives.
- Staff trainings need to promote skills in relating to parents.

Many of these same principles can be applied to school-age programs, and in fact, current school-age literature does speak to the issue of caring for the whole family, communicating with parents, encouraging parent volunteers for various projects, etc. But the larger questions may be: How much involvement do we really expect from parents? Are there different dynamics at work with these parents as regards their willingness to be active partners in the school-age program than there is with the parents' involvement in say, the PTA?

Parents Face Difficult Participation Choices

Proportionately speaking, as a parent looks at how to divvy up his or her time in relation to volunteering for the child's activities, what will logically get more attention: the school activities, where

(Continued on page 6)

School-Age NOTES

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Woodworking and SAC

Developmentally Appropriate and Fun Too!

It's a scary thought to adults: 8, 9, or 10-year-olds armed with hammers, saws or screwdrivers! But the reality is that learning how to use "real" tools and engaging in projects like woodworking is one of the best ways for school-age children to develop a myriad of life skills.

In her article, "Trees, Trees Everywhere, But Knot a Bit of Woodworking" (*Early Childhood News*, Mar./Apr. 1998), Donna McKenney says:

"Woodworking is one of the few activities that covers so many of a child's individual developmental needs: self-esteem, self-motivation, small and large motor movement, social interaction, problem solving, cognitive development—science, math, reading—multiculturalism, geography, creativity, and just plain fun."

Advocates of woodworking centers in child care insist that with a few safety precautions in place, the right tools, and the right attitude, woodworking can quickly become a favorite activity of school-agers *and* caregivers.

Caregivers will need to learn about woodworking before they can create a center in the program. NAEYC publishes a book called *Woodworking for Young Children* by Skeen, Garner, and Cartwright, which comes highly recommended from teachers and caregivers who have begun woodworking programs.

Safety is a prime consideration in setting up woodworking centers. The children's first lesson should be on safety rules and how to properly handle the tools. In her article "Woodworking, It Works!" (SAN, Oct. 1991), Sara Couch Miller offers these basic safety rules:

⚒ Use hand tools only. Children can create a wide array of projects with just hand powered tools. Remember before electricity, humankind created many beautiful things.

⚒ Safety goggles should be worn at all times.

⚒ There should be adult supervision when children are working with wood. When an adult speaks, the child must respond immediately.

⚒ Tools should be sharp. Dull tools are frustrating and dangerous.

⚒ An adult should start the saw for a child who is a beginning woodworker.

The Proper Tools

A basic set of tools, perhaps several sets of common tools for more than one child to use, also will make the woodworking center more successful. Miller recommends that rather than buying children's tool kits, buying adult tools in the smaller weights and sizes will work better and will lend credence to the "reality" of woodworking.

Basic tools include:

Safety goggles - Miller recommends getting ones with elastic bands to adjust around the school-ager's head for a proper fit. McKenney recommends buying child size swimming masks to use with younger children.

C-clamps - These are important because they hold the wood in place.

Measuring tapes, rules, and squares

Sand paper - in a variety of grits. The finer the grit the smoother the sanded surface.

Sand paper blocks

Egg beater drills or hand drills

Coping saw

Yellow or white glue

Hammers - the 7 or 8 ounce claw hammer works best for children.

Nails - common or finishing nails

Bench clamp

Miter box - this tool helps in making 90 and 45 degree angle cuts.

Trying to stock a good toolkit can be expensive. Recommendations to keep costs in check might be to add gradually to the kit as the budget allows, or to look through flea markets or yard sales for older, but still viable, tools. Lumber yards will likely give away scraps of wood for programs to use. Both Miller and McKenney agree that a strong, firm table is needed for woodworking, but that doesn't necessarily mean buying an expensive work bench. Clamping a wide, heavy plank onto a table or desk, or finding an old wooden desk is recommended by McKenney.

Getting Started

So the tools have been gathered, the wood laid out, the children understand the safety rules - now what? The children will be excited and anxious to get started on a project right away. Two things to keep in mind: school-age children will want to make something, not just practice hammering nails. And projects need not be elaborate nor expectations of the finished product high. Woodworking with school-agers will be about the process, not product. Start with simple projects that will both teach skills and leave the children with a product such as hammering nails in a design for string art, or drilling holes in scraps of wood, then threading knotted fabric through for windsocks. As children learn they may get better and more sophisticated, but that birdhouse may never be exactly square. However, remember what the children are gaining both developmentally and in self-esteem when they offer up their wooden masterpiece.

(For more resources on woodworking see the March/April, 1998 issue of Early Childhood News.)

Children's Books

National Children's Book Week is the third week in November. Check your school or public library for children's books about your state. Let the children review them and then vote on their favorite.

All Saints Day

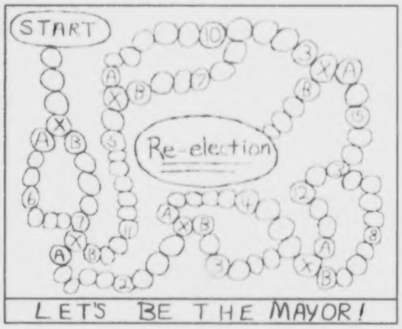
November 1 is *All Saints Day*, known as "The Day of the Dead" in Mexico. This is not a day for sadness but a day of celebration and remembrance for family ancestors. Let each child bring in an item that has a significant memory of a family ancestor to share with the group. Or read a biography of someone who lived a hundred years or so ago but who is still remembered today for something they invented and we still use.

Politics and Parties

Election Day is November 3. To help children understand about issues in your area, try creating a board game where the children become the Mayor. Have the children draw the gameboard similar to the diagram below. Create situation cards for when they land on the "X" spaces. These situations will hopefully relate to current election ballot proposals. Discuss issues as a group and have the children help create the situation cards. Provide a few newspapers to look for candidates and issues. Each situation should have two outcomes, A & B. These decisions will determine their route through the games. For example, a school bond proposal might raise property taxes for needed improvements to the schools. As Mayor you can A) Vote in favor of raising taxes that will pay for an addition to the school, or B) Vote against the proposal and risk larger class sizes.

To play the game, use one or two throwing dice, taking turns between players. Stop on each "X" for a decision and finish the roll of the dice once the decision is made. Scatter "voting points" on game squares throughout the game and set a number of votes to be collected by each player before heading toward re-election (end of game). Try not to make the route to the finish too obvious, so as to avoid players basing decisions not on the issues but on the shortest route.

Keep adding new cards each day. You may want to start this activity a week or so before Election Day. On election day, decorate the room in red, white, and blue streamers and have a voting party.



LET'S BE THE MAYOR!

Candle Making

Holiday season is upon us. Create hand-dipped candles for Thanksgiving, Hanukkah, Christmas, Kwanzaa, and other celebrations.

Place a block of paraffin wax into a medium-sized yet tall coffee can that is then placed into a pot with water. Add crayon shavings for color. Slowly melt over stovetop. Dip 10" pieces of candle wick into melted wax. Remove and hold for about 5 seconds for wax to harden. Keep dipping candle until desired size is obtained. Hang by the wick overnight.

NOTE: This project requires close adult supervision. Paraffin wax catches fire easily when it becomes too hot. Review kitchen and candle safety with the children.

Crunchy Peanut Butter

Celebrate **Peanut Butter Lovers Month** by making this crunchy peanut butter for snack:

Utensils needed: blender, rubber scraper, medium sized bowl.

Ingredients: 5 C. salted peanuts, 4 tablespoons of light softened margarine.

Blend all but one cup of the peanuts for 10 seconds on low speed until chopped. Add butter and blend another 10 seconds (low). Scrape down sides and blend an additional 5 seconds. Repeat scraping and blending 4 more times until it starts to get smooth. Then blend 1 full minute on high speed. Add remaining cup of peanuts and blend for 3 seconds on medium speed. Refrigerate for 30 minutes and spread on your favorite bread or cracker. Recipe makes 2 cups. (**Note:** Remember to check for peanut allergies with children before serving.)

Home Made Bread

If you don't already have your favorite bread recipe for **Home Made Bread Day** on November 17, here is a fast and simple way for children to each make a small loaf of their own:

Purchase frozen loaves and let them thaw until pliable. Break off a piece for each child to mold into creative shapes such as a heart or a star. Follow package directions for letting the dough rise and baking instructions. Brush with water or light margarine and sprinkle with cinnamon and sugar mixtures. Enjoy while warm.

Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Suellen Nelles* of Fairbanks, AK.

37 Activity Ideas

The minimum number of Activity Ideas in this issue is 37.

NOVEMBER CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
NUTTY NOVEMBER	November is peanut butter lover's month. Try homemade peanut butter for snack. (See recipe on p. 4).	Nov. 11 is *Veteran's Day* (U.S.). First celebrated in 1919, this holiday was called Armistice Day until 1968. Find out why. Send get well cards to patients at a local Veteran's hospital.	Nov. 17 is *Homemade Bread Day*. Have each child create a mini bread loaf of his own. Then bake and enjoy. (See activity on p. 4.)	Nov. 22-28 is *National Game & Puzzle Week*. Since this is the week before Thanksgiving, have a 3 day game marathon or work on a group puzzle.	Nov. 26 is "What Do You Love About America?" day. Wear red, white, and blue; make American flags. Not from the U.S.? Substitute your own country's flag and colors.
MOUSKETEERS	Mickey Mouse's Birthday is Nov. 18. Try to find an old Mickey Mouse Club video or his first animated cartoon "Steamboat Willie" to show.	Make your own Mickey Mouse ears with black construction paper and wear on Nov. 18. For creative artists, create finger puppets and have a show.	Pretend you are going to a Mickey Mouse theme park. Plan the whole trip, such as what you will pack, a budget, and where you will go each day.	Create your own theme park with the group. Have sample theme park maps availalble. Let the kids decide the names of the rides and what each one will do.	Draw your own comic strip or use index cards to create a set of flip cards to simulate animation.
WORLD-CHANGING INVENTIONS	Garrett Morgan, an African-American, invented the traffic signal on Nov. 20, 1923. Discuss why this invention became necessary.	Wilhelm Roentgen invented the X-ray on Nov. 8, 1895. How has this aided medical people? Find old X-rays to show or let children draw their own "X-rays."	Robert Fulton, inventer of the first steam boat was born on Nov. 14, 1765. Find picutres of steam boats and modern ships and compare. What other modes of transportation used steam?	Let the children be inventors. Put out miscellaneous craft supplies like film containers, buttons, and scrap material and let them invent a new gadget. Use recyclables.	Give each child a household item like a flashlight or a remote control. Plan a pretend trip to the distant future and have each child invent a new use for each item.
AUTHORS	Nov. 1 is Author's Day. Anyone who writes a story is an author. Have each child create a story and read it out loud.	Learn about authors from your state. Each of the books you gathered for book week should have a brief description of the author.	Stories can come from many authors also. Try writing a group story where each person continues form the last author's ending.	Author Louisa May Alcott as born on Nov. 29, 1832. She wrote the book *Little Women*. Read the book aloud, this month. Make dioramas of favorite scenes.	Some cultures tell stories without writing them down. Native Alaskans used "story sticks" for the story teller to hold. Pass a story stick around to the group and let kids tell their own stories.
TO MAKE OR DO INDOORS	Make a log house out of newspaper logs. To make each log, roll a sheet of newspaper as tight as you can and tape it so it won't unroll.	In 2 teams, players take turns answering a question from the other team and asking them one. An answer of *yes*, *no*, or *maybe* gives the point to the other team. Keep the pace up.	Use box lids or paper plates for snowshoes. Each team has a pair. In turn, step into the snowshoes, slide to the goal and back, and pass on the snowshoes.	Give each team a pile of old magazines to make up a scavenger hunt for another team. For the hunt, pass on the clues and the magazines.	Players sit in a tight circle of chairs with one empty. *It* can say "Ocean Wave Left" or "Ocean Wave Right" to change the direction of movement as he tries for the empty chair.
KID BUSINESS	Help the kids brainstorm some possible business ideas and then create a plan together on how to set up your new business.	Create a stationery store. Cut colored paper in half and decorate with ink stampers. use them stamps at holidays. Make matching envelopes and put 5 sets per plastic bag.	Gift wrapping at the holidays would be a great group project. Remember the many cultural holidays. Be sure to budget the cost of the paper.	Pet sitting for more responsible kids. Have a local vet come talk to the kids about pet need. Discuss supplies needed for the job then create an advertising flyer.	Aide to an elderly neighbor is a wonderful job for kids. Brainstorm jobs like trash removal, shopping, walking dogs, housecleaning and yardwork.

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National SAC Survey in 2001

The next federal education survey will include the first separate study on school-age care. The Department of Education announced that the National Household Education Survey Program in 2001 will include an After School Program Participation & Activities Study.

Previous studies (the last was in 1996) have asked about school-age care but only as a side to other inquiries.

The only comprehensive survey of school-age care in the U.S. was published by the U.S. Department of Education in 1993 and was based on 1991 data. See the April 1993 issue of *School-Age NOTES* for more on that study.

AP Says...

Legislative Hopes Fade for Child Care in 1998

In the last year we have reported on and many of our readers have followed the progress of bills introduced in Congress for new child care spending. Unfortunately, most have died for this year. Here's what the Associated Press said about it on September 6, 1998:

"For child care advocates, the year began with a high-profile White House conference and a $21 billion presidential plan. They figured this was their year.

"But in the months since, child care has gone from boom to bust. Congress plans to spend little new money. If there's anything at all, it will be measured in millions, not billions...

"...Some blame Clinton's decision to fund child care, along with a host of other domestic programs, with proceeds from a tobacco settlment that was never approved by Congress..."

Accreditation...

(Continued from front page)

NSACA Cautions to Remember Step One

Step one, working with the *NSACA Standards* book, is fundamental to pursuing self study and accreditation. This first, most important step costs $15 for members of NSACA, $18 for non-members, and the book is also available from SAN (800-410-8780).

BEFORE you order the **ARQ** materials, do the following:

- Use the *NSACA Standards* for staff discussion and making targeted improvements.
- Use the "Next Steps" section to work on building the supports you need within your program staff, your agency, and your program community ***before*** you order the ARQ kit.
- Build self-study and accreditation into your program's budget and strategic plan. Know who will be responsibile for spearheading and supporting the process.

Contact NSACA at 1137 Washington St., Boston MA 02124 or call 617-298-5012

Parents & SAC...

(Continued from page 3)

the child spends 6 hours a day, or the after school program, where the child spends perhaps a maximum of 3 hours a day? With the exception of all day programs during the summer, when they may be able to take some time off from their work to bring a special skill or interest to share with the children, parents may see little need for being actively involved in the school-age program. The after school hours during the school year may actually be the time when parents are thinking of their children the *least*, especially if they are comfortable with where their child is spending those after school hours.

So what do we expect from the parents, and what *should* we expect?

Marsha Faryinarz speaks to this issue in terms of how harried most parents are in the afternoons when they come to pick up their children. She wrote from both sides of the issue as a parent and a school-age caregiver in an article published in School-Age NOTES in May 1995:

"Most working parents leave their house each morning between 7 and 8 a.m. By the time they finish work, pick up the kids and drive home, it is probably somewhere around 6 p.m., assuming, of course, there are no errands to do on the way home. They want to be home with their family and hear from their child how his or her day was. It's not that they don't care—they do care, which is why they can't wait to get home and be with their families."

There are many ways to show your parents that your program is about helping the *whole* family and not just the child.

If, as school-age care providers, we want our programs to be family-centered, then we need to change our expectations. Rather than expecting involvement from parents in terms of their time, perhaps we need to look at how to make their lives easier. Occasional appreciation dinners (but only occasionally - this takes up more time!), a simple "How was your day?" when they pick up their child, discount coupons for dinner out–there are many ways to show your parents that your program is about helping the *whole* family and not just the child.

Self-Esteem...

"Each of us is capable of having positive and negative effects on the emotional and spiritual ecology of the human family...To enhance a child's self-esteem is to be a positive force in loving [a] relationship and thereby make a worthwhile contribution to the world."

Patricia H. Berne & Louis M. Savary
from *Building Self-Esteem in Children*

NSACA Hires Conference Management Firm

The National School-Age Care Alliance (NSACA) has reached an agreement with Dame Associates, Inc. to provide management services for their Annual National Conference, including their San Anotonio Conference in April. Under the terms of the three-year contract, Dame Associates will provide meeting and consultation services, including site selection, hotel and site negotiations, and exhibit sales. Additionally Dame will manage both advance and on-site registration services for attendees and exhibitors. Advance registration for specific workshops will enable NSACA to guarantee attendance by real-time monitoring of each session's seating capacity.

Dame Associates, Inc., a 34-year-old professional services firm based in Boston, provides a full range of meeting, seminar and exposition management expertise for both domestic and international clients. For further information, exhibit space availability, or sponsorship opportunities, call Frank Netherwood, Dame's National Sales Manager, at 800-843-3263. For other questions about the conference call the NSACA office at 617-298-5012. ❧

Millions of Web Pages Mention "After School"

While fine tuning our new website to make it more accessible for folks who do key word searches, we found that there are no less that **15.7 million** pages on the Internet that mention "after school programs!" This doesn't necessarily mean that all of these 15.7 million pages are discussing after school care in the same context as we would discuss it, yet it's mind boggling to think that there is that much "talk" on the Internet about school-age children. In our searches through various search engines, we have found that many local, state, and regional SAC organizations have created websites, as have universities and colleges who have SAC programs. It's possible that as more people begin accessing the Internet, it will become another tool for networking with other SAC professionals, getting programming ideas, sharing frustrations and triumphs, and providing more resources for SAC workers. ❧

Bring U.S. $ to NAEYC-Toronto

Plan to have both U.S. and Canadian currency if attending the NAEYC conference in Toronto. Correspondence from NAEYC states that "Sales on the Exhibit Floor at NAEYC's 1998 Annual Conference will take place in the usual currency of the exhibitor." For example, since School-Age NOTES is a U.S. company, we will be pricing our products only in U.S. dollars. So all U.S. attendees will be able to use U.S. money for purchases, and Canadian attendees will need to have either U.S. currency or use their credit cards (which actually will give Canadian buyers the best exchange rate).

Likewise, since NAEYC is a U.S. entity, conference registration fees will be payable only in U.S. funds.

Although U.S. currency is widely accepted throughout Canada, U.S. attendees will want to exchange their U.S. dollars because of the favorable exchange rate. For all other activities outside of NAEYC, using Canadian currency will save you money. At press time the exchange rate from U.S. currency to Canadian is **$.64 U.S.** to **$1 Canadian.** For Canadians that means it will take $1.56 Canadian to get $1 U.S. U.S. attendees will need to go to a bank or exchange house to change their currency, although it's likely that there will be currency exchange windows when you arrive at the airport and possibly at the hotels. ❧

SAC CONFERENCES

IOWA Oct. 17, 1998
Iowa SAC Alliance Conference, Iowa City
Contact: Val Calderwood, 319-337-2095

NEW JERSEY Oct. 16-17, 1998
Annual SAC Conference, Basking Ridge
Contact: NJSACCC, 973-597-1050

ONTARIO Oct. 14-16, 1998
9th Annual SACA Conference, London
Contact: Holly Gerrits, 519-471-4300

UTAH Oct. 16-17, 1998
Utah SAC Alliance Conference, Midway
Contact: Kathy Carr, 435-657-0911

MICHIGAN Oct. 20, 1998
11th Annual Michigan SACC Conference, Troy
Contact: Dr. Joan Lessen-Firestone, 248-209-2035

ALBERTA Oct. 23-24, 1998
2nd School-Age Care Conference, Calgary
Contact: 403-250-5648

NEW MEXICO Nov. 6-7, 1998
4th Annual NMSACA Conference, Albuquerque
Contact: Mike Ashcraft, 505-296-2880

NORTH CAROLINA Nov. 6-7, 1998
NCSACCC Annual Conference, Raleigh
Contact: Connie Greeson, 919-731-1520

OREGON Nov. 7, 1998
11th Annual SAC Conference, Albany
Contact: Colleen Dyrud, 503-725-8528

BRITISH COLUMBIA Nov. 13-14, 1998
5th Annual SACCA of BC Conference, Vancouver
Keynote: Rich Scofield
Contact: Richelle Leckey, 604-257-8134

COLORADO Nov. 13-14, 1998
8th Annual SAC Conference, Denver
Contact: Sandy Minster, 303-420-9721

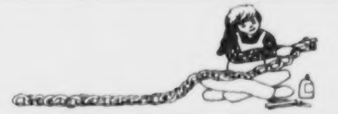
CONNECTICUT Nov. 14, 1998
Annual State CSACCA Conference, Farmington
Contact: Susan Krampitz, 203-484-2684

VIRGINIA Nov. 13-14, 1998
7th Annual SAC Conference, Williamsburg
Contact: Ginger Tomlinson, 540-966-3676

MISSOURI Feb. 19-21, 1999 **New Listing**
MOSAC Annual Conference, St. Louis
Contact: Ilene Shore, 314-961-1233

NSACA April 15-17, 1999 **New Listing**
11th Annual National School-Age Care Alliance Conference, San Antonio, **Contact:** 617-298-5012

DO WE HAVE *YOUR* SAC CONFERENCE DATES?



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PERIODICALS

October 1998

RESOURCES

Video Resource on SAC Available

The MOST Initiative (Making the Most of Out-of-School Time), a project of the National Institute on Out-of-School Time, has produced an eleven minute video useful in promoting quality SAC programs.

The Human Side of Quality portrays the importance of the relationships that children develop in out-of-school time programs. In the video, program directors, trainers and advocates share their thoughts on how to build these relationships.

The video is useful as a parent recruitment tool, for in-service training, and for promoting collaborations.

Cost of the video is $10 plus $3 shipping and handling. Send order to NIOST Publications, Wellesley College, Center for Research on Women, Wellesley, MA 02481. Or call 781-283-2547.

African-American Resources

African American Images offers books and other resources specifically addressing the needs of African Americans. Included are children's books, history resources, and more. The subsidiary to the company, Afro-Am Distributing Company also has toys, games, puzzles, posters, teaching aids, over 800 items in all. For more information or to request a catalog call 1-800-552-1991 or visit their website at www.AfricanAmericanimages.com.

The **National Black Child Development Institute 1999 Calendar** will be available in October. The calendar includes important dates in African American history that will be useful in planning program activities. Cost of the calendar is $10. Call 1-800-556-2234 or 202-387-1281 for more information.

Website Resource

The Online Computer Library Center is a research and resource website with many features that may be helpful in planning your program. One feature we like is the OCLC NetFirst Calendar Planner. This feature gives historical dates, birthdays, and anniversaries for each month with as much detailed information as you might want. Great for planning monthly activities or for putting out a program calendar. The system works about three months in advance, so during August you could find dates for November. The website address is **www.oclc.org,** then click on the "Site Map." This will give you a list of all the features of the site, and you'll be able to link to the **NetFirst Calendar Planner** page.

Volume ~~XVIII~~ XIX #3 The Newsletter for School-Age Care Professionals November 1998

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What Older Kids Think and Feel

And the Implications for Successful Interactions with Them

by Rich Scofield

Having attended the Older Kids Conference in September in Minneapolis I was struck by the congruency of what the keynote presenters and workshops leaders said about older kids. We would hope that people who work with youth are hearing and seeing the same thing but it helped me think about the implications for working with them.

Misti Snow, one of the keynote presenters and a newspaper columnist on youth for 15 years, presented a glimpse into the mind and emotions of today's youth from the letters they write her. She opened with the premise that the issue for older kids today is that "they are burdened from without by society's ills and saddened and confused from within by the fear and pain of adolescence."

When we look at these youth we must put it within the framework of a societal context. Many children experience divorce of parents or live with the fear they might divorce. Snow says for many children the dramas they see played out with their friends develops an attitude and "fear of when is it going to happen to me." One teen who lost her parents in a car wreck said, "The best thing about my parents' death was knowing that now they couldn't get divorced."

Our children and youth "feed on the violence of society through media and entertainment sources" so it is not surprising that they worry about getting shot. Of course we can put that in some developmental light also by recognizing that children still have the concrete operational thought processes that make them feel like anything that happens to one kid will happen to them. They may not be able to put several school shootings splashed across the media into perspective with the other 60 million children who are safe in school. Thus for some not in any danger, there is still fear of being shot in school. For others who live in high-risk neighborhoods and have seen friends shot or killed the fear of being shot is all too real. As one middle school director with mostly middle and upper middle class kids told me, "My middle school kids have become 'gang-wannabes' talking about how 'bad' they are and what they would do if someone messed with them, when the reality is they would all faint away if ever confronted by a real gang." But what I said to the director was the need to feel as if they have to be able to protect themselves comes from a misplaced fear induced by the media and entertainment that they are in danger. And to some extent comes from the real fear that the adults in their lives such as teachers can't protect them. If they could put this into words, they would offer up the evidence of being verbally or physically bullied by older kids but having it brushed aside by teachers. Girls suffer both from bullying by girls and boys and from sexual harassment and intimidation by the boys.

One theme Snow focused on was children's feelings of abandonment by adults for work or self-interests. This

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Poll Finds Overwhelming Support for SAC

Parents Want To Keep Kids Safe and Smart

A new national poll found Americans overwhelmingly support after school programs, including 93 percent who say they favor making daily programs available to all children.

Voters view a lack of parental involvement and discipline as the biggest problems facing children, and consider quality after school programs to be part of the solution.

The poll found little difference in support for after school programs between adults who have children at home and those who don't, or between Democrats, Republicans, and Independents.

In the most comprehensive survey ever done of voter attitudes on this issue, respondents strongly endorsed the creation of safe, affordable after school enrichment programs. Eighty

(Continued on page 6)

Older Kids...

(Continued from front page)

makes it critical that the adults in after school programs listen and respect them and are there for them. (Being there for them is a difficult challenge in a field with such a high "turnover" rate.)

- Make sure staff understand the commitment needed for "being there" and the importance children and youth place on that even if they don't show it.
- Snow reminded us that older kids and teens are "feeling, thinking, spiritual creatures" and often times their "ramblings and whisperings inside get drowned out." "[Teens] have a sense about the divine and think about it."
- One of Snow's suggestions fits right into Erik Erickson's developmental stage for school-agers of Industry vs. Inferiority. She urged the audience to "Ask them to describe when they were at their best." She said they will describe the simple and the profound from giving a teddy bear to a sister to donating bone marrow.
- At every point in the big picture Snow said to "Ask what's in the best interest of the children."
- She reminded us that children and youth are watching us all the time. For them what they see us do tells them "this is what I see and what I know." It reminded me of the National School-Age Care Alliance Standards for Quality. The very first standard is "Staff treat children [and youth] with respect and listen to what they say." And the examples under the standard are: "Staff do not belittle children. They take children's comments seriously. Staff do not intrude or interrupt [them]...."
- Snow's final comments were about the gift of hope we can give youth. "They get the most hopeful when the adults act hopefully—when adults volunteer in the school, the neighbor lends you his power tools, or your parents write a check to a charity." We are the conveyers of hope. We must ask ourselves how the staff in our programs convey hope to our children and youth.

(See p. 6 about next year's conference.) ❧

What Older Kids Want

The 1992 Carnegie report *A Matter of Time: Risk and Opportunity in the Nonschool Hours* examined the needs and wants of young adolescents during their out-of-school time. While in many ways there was nothing startling reported, the findings should be used by programs to see how they are meeting the wants and needs of older school-agers and youth in their programs.

> **In what concrete ways does your program make participants feel as though they "belong to a valued group?"**

The report found that "Young adolescents do not want to be left to their own devices. In national surveys and focus groups, America's youth have given voice to a serious longing. They want more regular contact with adults who care about and respect them, more opportunities to contribute to their communities, protection from the hazards of drugs, violence, and gangs, and greater access to constructive and attractive alternatives to the loneliness that so many now experience."

They want programs that provide opportunities that are relevant and meaningful to their lives. They want their opinions and ideas listened to and seriously considered. They want to be involved in the planning and implementation of the programs they attend. They want opportunities to serve their community which helps them explore their purpose in life.

The report lists five needs that community organizations should strive to meet through what they offer to young adolescents:

- Opportunities to socialize with peers and adults.
- Opportunities to develop skills that are relevant now and in the future.
- Opportunities to contribute to the community.
- Opportunities to belong to a valued group.
- Opportunities to feel competent.

Meeting the Needs

Programs need to look at how they are meeting the above developmental needs.

- Are there opportunities to work in groups that allow for socializing?
- Are there mentoring and coaching relationships with older youth and adults?
- How does your program facilitate the development of intrapersonal skills?
- Is there purposeful planning that incorporates the teaching and modeling of critical life skills such as goal setting, decision making, communicating, and problem solving?
- Are community problems being used as opportunities for your kids to design and implement solutions and be able to serve the community?
- In what concrete ways does your program make participants feel as though they "belong to a valued group?"
- What plans are there to make your kids feel competent through "encouraging the practice of new skills, public performance and recognition, and reflection on personal and group accomplishments?" ❧

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Teachable Moments

The Clinton Sex Scandal: How Can We Make the Best of a Bad Situation?

By now we are all likely sick to death of hearing any more about the Starr report, the Clinton-Lewinsky matter, and the media coverage of both. Yet anyone who works with school-age children has no doubt been faced with how to address these issues with the children in their care.

School-Age NOTES posted a message to the SAC listserv asking whether children were talking about this situation at the programs. We received a variety of responses, a sampling of which is below:

❖"...We've had children as young as age four discussing the Clinton case.... Families ARE the ultimate authority on their children's values when it comes to this topic, [but] we as child care providers will still field the questions." *—Jenni Dykstra*

❖"I think it's a teachable moment (albeit a difficult one), about not only sexuality, but also responsibility, ethics, consequences, and relationship commitment." *—Kathleen Groshong*

❖"I find that [the children] really don't want to talk about it at SAC. I think it would be better to touch on moral issues and have chats about what affects children's lives that causes them to wonder what is right and wrong and how they decide that for themselves. I would hate to go against what parents have said to children and step on toes." *—Carmen Weachter Gatti*

❖"I have had the inquiries about sex at other times [from children]. I find that the relationship between the children and the staff, when it is open and trusting, to be the cause of many important questions being asked." *—Wendy Perry*

So there *will be* questions about sex and about moral behavior. When children start asking questions, here are some tips for handling them:

At the School-Age Program

- **Communication is key.** Let parents know that their children are asking questions and that you're not comfortable answering sex-related questions without their permission or input. You don't know what the children have been taught at home or what they have been exposed to in the media. You can deflect these questions by telling the children, "You need to ask your parents about that." If you feel strongly that school-agers need correct information concerning sex and reproduction, you might offer a sex education class, **but only with parents' approval.**
- **Address the broader moral issues.** The children will likely have questions about the ethical issues surrounding lying, keeping secrets from family members, etc. When someone as important as the president admits lying, that becomes a "teachable moment." School-age programs can focus on character issues such as honesty, justice, fairness, etc. without offending families. Psychologist William Damon of Stanford, states that "It's important **not** to be values-neutral" (*Newsweek*, Sept. 21, 1998). School-age programs can take a stand about what is right and wrong without impeaching the president or compromising family concerns.
- **Be a resource to parents who approach you about their children's questions.** Many parents may have been caught off guard by the Clinton situation and are not prepared to talk to their children about it. Have a lending library with materials on various aspects of sex education, morals training, character issues, etc. Make copies of this article and others as handouts for the parents.

At Home

- **If you haven't already talked with your children about sex,** relationships, reproduction, etc., or provided the moral framework you wish your children to have, now might be the time. How much information you give them, however, depends on how old your children are. For younger children (before age 8) don't bring up the subject, only answer the questions they ask you as simply and directly as you can. Child psychiatrist Kenneth L. Kaplan suggests not volunteering excessive details. "You can overload a kid," he says (*Newsweek*, Sept. 21).
- **Be clear about the values you want to communicate to your children.** Spouses should talk candidly with each other first about what should be taught to the children, then present a united front. Single parents can seek the help of other adult family members or friends.
- **Ages 9-11 will be interested in more "details" about sex.** Answer their questions honestly and directly, but don't feel forced to tell them more than you're comfortable talking about. Debra Haffner, of the Sexuality Information and Education Council of the U.S. suggests that this age group enjoys deliberately provoking parents by asking embarrassing questions. A simple "I am not prepared to discuss that with you right now," is sufficient. Focus on relationships and when sexual behavior is appropriate and when it is not. It isn't too early to talk about sexual harassment issues with children of both genders.
- **Ask for help.** If you don't have materials in your home that can guide you in talking with your children about sex, go to the library or bookstores, talk with a school counselor, a religious mentor, or the director of the after school program. No doubt many parenting magazines will have articles about this subject over the next few months because of the current situation. ❖

A few resources available from *School-Age NOTES* that might be helpful are:

When Sex is the Subject: Attitudes and Answers for Young Children

Character Education in America's Schools

What Do You Stand For? A Kid's Guide to Building Character (ages 11 and up)

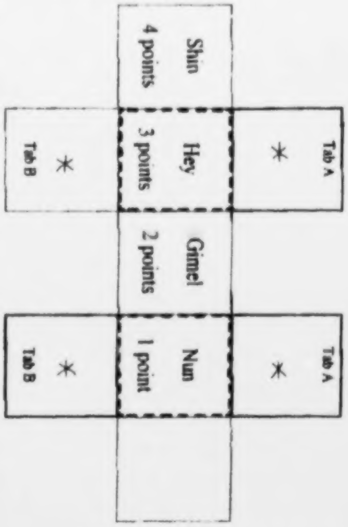
Hanukkah

Hanukkah is a Jewish holiday celebrated over a period of eight days. This year it begins on December 14.

Hanukkah marks the historic event over two centuries ago when the Israelites were allowed to return to Jerusalem and worship in the Temple. A small amount of holy oil was left, but miraculously, it burned for eight days. The menorah, a candelabra with eight candles, one lit each day of the festival, is one symbol of Hanukkah.

Dreidel, Dreidel, Dreidel

Today, many Jewish children play with a *dreidel* during Hanukkah. A dreidel is similar to a spinning top and played as a game. Enlarge the pattern below. Cut out and fold along the dotted lines. Glue tabs to form a cube. Push a pencil through slot cut in the top and bottom of the dreidel.



The Hebrew letters on the sides of the dreidel stand for the first letters in the Hebrew sentence "Nes gadol hayah sham" which means "A great miracle happened here."

Children sit in a circle and take turns spinning the dreidel. When the dreidel lands, the points on the side that is facing up are awarded to the spinner. Each child can spin the dreidel six times and count their total points.

Las Posadas

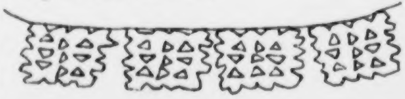
Las Posadas is a Mexican Christmas tradition that begins on December 16 and lasts for nine days. Each evening a group of people re-enact the journey of Mary and Joseph as they search for an inn or "posada." Once they find a place for the evening (usually the home of friends) they are invited in for games and refreshments. The games usually include the breaking of a piñata which is filled with treats and "papel picados."

Papel Picado

Papel picados are colorful banners made from tissue paper that can be hung as decorations or included as favors in piñatas.

You will need: tissue paper cut in 11 x 15 inch strips and in various colors, scissors, glue, 30 inches of string.

Fold the tissue paper in half once. Then continue to fold in half five more times. Make small cuts around the folded rectangle. Fold the rectangle in half length wise and cut a design on the fold. Carefully unfold the paper. Attach one edge to the string. You can tie several of the banners together for a long decoration.



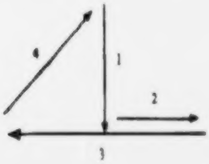
International Arbor Day

National Arbor Day is celebrated in April, but on December 22, *International Arbor Day* encourages people around the world to plant and preserve trees year round. Look at ways you can protect newly planted trees, such as trimming the branches, putting mulch around the base, and watering often.

Make a magic tree by rolling several sheets of newspaper together in a tight roll. Tape along the seam. At one end of the roll make 4 or 5 cuts length wise, about 6 inches long. Gently pull up from the inside of the roll and watch the tree grow!

Conduct Like Beethoven

Composer and conductor Ludwig von Beethoven was born on December 16. Teach the children some simple conducting in 4/4 time. 4/4 time means that there are 4 beats to a measure. Hold a pencil in your right hand for a baton (lefties can use the left hand), and follow the pattern below in the air in front of you. Play some of Beethoven's music and conduct.(Most music can be conducted in 3/4 time or 4/4 time. If it sounds like a waltz, it's 3/4 time.)



Silly Snowman Game

On small slips of paper write the names of clothing from various seasons and cultures. (For example: swimsuit, cowboy hat, vest, etc.) Put the slips in a bowl. For each child, cut a long strip of paper and fold into ten sections. Ask children to draw a simple outline of a snowman on each section. You will have ten snowmen on each strip. Then pull out slips of paper one at a time from the bowl and read (or have the children read) the article of clothing named. Children will then draw that clothing on one of their snowmen. When all of the slips of paper have been read, each child will have very different snowmen.

Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Alycia Orcena* of Marion, Ohio.

---

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

DECEMBER CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
DECEMBER DAYS	Dec. 3, 1968–the *National Women's Hall of Fame* was founded in NY. List women you think are honored there. Create a Hall of Fame and hang names around the room.	Dec. 9, 1898 - *Emmett Kelly* was born. He was a famous "hobo" clown. Display a picture of him. Celebrate his 100th birthday: paint on clown faces and have a party.	Dec. 10, 1830 – *Emily Dickinson's* birthday. Her poems are a good way to introduce poetry to children. Let children take turns reading her poems aloud to the group.	Dec. 22–*International Arbor Day*. Identify the trees around your program. Make a tree mural for the wall of your program. What animals use trees for their home?	Dec. 31, 1890–Ellis Island, port of entry for immigrants to the U.S., opened. Survey your family to see if any ancestors came through this port. When? Where did they come from?
BEETHOVEN	December 16, 1770–Ludwig von Beethoven is born. Despite a hearing loss, he continued to conduct and compose music. Try the conducting activity on page 4.	Play music with a lot of bass. Turn the bass up very loud and lay the speakers face down on the floor. Have children place their ears on the floor and guess what song is playing.	Hang mirrors for the children to dance in front of. Play Beethoven's music, both the sonatas and the symphonies. The children move to the mood of the music.	Take a field trip to the symphony or visit the local high school for a tour of their instrument room. OR invite a musician into your program to show his/her instrument.	Older school-agers may take music lessons or play in the school band. Ask them to bring their instruments to put on a concert for the program.
CARDS	On Dec. 8, 1843, the first Christmas card was produced. 1000 copies of the same card were made. Bring in holiday cards from last year. How many duplicates do you have?	Make your own holiday cards. Have children make a list of who they should send cards to. Don't forget family and teachers. Make a card for each person on the list.	Make new cards out of old cards. Cut off the front part of the card or cut out parts of the picture. Fold a piece of heavy paper in half and glue the picture to the front.	Write messages for your cards. Make a list of different holidays and appropriate messages for each. Children can share the messages and personalize some messages.	Also make thank you cards. Store until after the holidays, then children can send to those that made their holiday memorable and for gifts received.
COMMUNITY PROJECTS	Make birdfeeders to hang outside the program or children's homes. Make simple feeders by punching four holes around the edge of a heavy paper plate, attaching string and filling with seed.	Take the children out into the neighborhood to see what you can do to beautify the area. Can you rake leaves, pick up sticks, sweep or shovel snow?	Visit a local nursing home. Bring door decorations or tray favors the children have made. Or adopt a grandparent who wants to participate in program activities.	Have a New Year's Eve Celebration. Let children make invitations, decorations, hats, noisemakers, refreshments. Invite parents, teachers, and others.	Have a winter food drive to collect canned goods and other nonperishable foods to give to a local church or food bank for needy families.
WINTER PROJECTS	Winter begins Dec. 21. Make a winter mural that depicts the weather where you live. Make a calendar to mark off the days of winter. How many days until spring?	Using the winter calendar, monitor the weather. Use cut out symbols for snow, sleet, rain, wind, clouds, sun, etc. Put a symbol on each day of the calendar.	Before electricity, winter nights could be very long. Plan a day of activities that don't require electricity like board games, puzzles, books, etc.	Read poetry about winter (*Stopping By Woods On A Snowy Evening* by Robert Frost). Let children write their own winter poetry to share. Mat and display the poems.	Make a list of winter vacation spots. Where would you like to go to spend the winter? Do you want to go skiing or go to tropical beaches? Decorate an area with your dream spot.
SIMPLE SCIENCE	Clean the coins in your pocket. Mix 1 T. of salt and 4 T. of vinegar. Swish the coins around, rinse in water and dry thoroughly. How do they look?	Make an H_2O molecule with three mini-Styrofoam balls and toothpicks. Write an H on two balls and an O on the other. Connect the H's to the O. What other molecules can you make?	Push the center of a toothpick onto a tack. Gently place the unsharpend of the tack on your wrist (palm up). Sit still and watch the toothpick move with your heartbeat.	Fill small jars with different liquids or solids such as soap, water, playdough, etc. Screw the lids on tight and let the children guess what is in each jar by just looking at them.	Put an ice cube on a plate. Press a fork onto the ice cube, hold there a few minutes, then remove. What happens? The fork's pressure on the ice creates heat energy, leaving marks.

Washington Notes

by Charles Pekow

School-Age Campaign to Hit the Airwaves

The entertainment industry has apparently signed on to a partnership with the Dept. of Education (DOE) and the Mott Foundation to provide public service announcements in the popular media promoting after school care.

In October, 1997, the Charles Stewart Mott Foundation announced its intention to fund after school care programs through the 21st Century Community Learning Centers program being developed by the DOE. During the last week of September, the DOE announced the new publicity initiatives being planned including:

- NBC daytime talk show hostess Leeza Gibbons, who has pledged to produce a 30-second public service announcement that NBC will run often during the day and sometimes during primetime. Gibbons will talk about what good school-age programs can do for children. The spot will include a toll-free number offering a brochure telling viewers how they can get involved in quality programming. Gibbons also pledged to devote a one-hour segment of her show "Leeza" to school-age care in the future.
- The Entertainment Industry Foundation (EIF) and the Creative Artists Agency Foundations (CAAF), southern California-based, showbiz-backed charities, have pledged to help by providing talent and creating public service announcements to get the message out on investing in youth.

"Our role, and the industry's, is to do what we do best, and that is communicating and publicizing good works," said EIF Director of Allocation Alissa David. She added that EIF's role will be more clearly defined later, but the intent is to line up some "Hollywood types" to take up the banner of school-age care.

- *People Magazine* has also joined the campaign, but details as to its role have not been announced.

Charles Pekow is editor of "Day Care USA."

SAC Poll...

(Continued from front page)

percent of those surveyed would even be willing to raise their taxes to provide after school opportunities.

When asked what they think about the hours after school, Americans surveyed said they are most worried about children being alone and unsupervised, followed by peer influence and time spent watching television.

The poll found that voters view a lack of parental involvement and discipline as the biggest problems facing children, and consider quality after school programs to be part of the solution.

Underlying the strong support for after school programs by parents and non-parents alike is concern about safety and lack of supervision. When asked what they think about the hours after school, Americans surveyed said they are most worried about children being alone and unsupervised, followed by peer influence and time spent watching television. Only 4 out of 10 believe their communities offer programs to address this need.

To compare rural communities with urban, additional polling was done in Iowa and Washington DC with few differences found. Both urban and suburban parents and citizens want after school programs to be available to the youth in their communities. Rural respondents say the biggest problem for parents is finding after school programs, while finding affordable programs tops the concerns of urban respondents.

The poll was funded by the Charles Steward Mott Foundation, which has pledged to spend $55 million over the next five years to provide training, technical assistance and evaluation support to the 21st Century Community Learning Centers and other after school programs.

For a complete copy of the original press release with full details and graphics, send a self-addressed stamped envelope to : SAC Poll Request, School-Age NOTES, P.O. Box 40205, Nashville TN 37204-0205. Or go to the Mott website at www.mott.org.

Top 10 Reasons

Spotted at a workshop in Philadelphia was a t-shirt with the following: "Top 10 Reasons I Go to Kids Stop"

Some of the reasons:

10. So I don't drive my parents crazy.
9. My friends have to go there.
1. Two Words: Field Trips.

Kids Stop is a division of Marple Newtown Leisure Services in Newtown Square, Penn. They ask the kids for reasons they come to the program and then print them on t-shirts.

Older Kids Conference Workshop RFP's

The 1999 6th Annual Older Kids Conference will be sponsored next year by the California School-Age Consortium (CSAC). It will be held October 1-2, 1999 at the Radisson Miyako Hotel in the heart of the Japanese community in San Francisco.

CSAC is soliciting requests for proposals (RFP's) for workshops due at the end of January. For more information contact CSAC, 111 New Montgomery St., Ste. 302-A, San Francisco, CA 94105; 415-957-9775.

Acquisitions & Mergers

In case you missed the news about the changes in these for-profit child care corporations:

Corporate Family Solutions merged with *Bright Horizons*; Chase Manhattan Bank bought *La Petite Academies*; and Michael Milken has acquired *Children's Discovery Centers* and *Knowledge Universe*.

Healthy & Safety Notes

The following items have been in the news recently and have relevance for school-age programs:

Laser Pointer Hazard

The new rage for older school-agers seems to be the small laser pointer penlights that emit a red laser beam. Children enjoy aiming them at each other or objects to tease and confuse (remember Seinfeld?). If pointed directly into the eye, the lasers will cause damage. Programs may want to consider banning them from being brought into the program because of the danger.

Spreading Germs

Researchers have found that no matter how clean a kitchen or bathroom may appear, germs can still be rampant throughout, setting up the potential for illness. When cleaning counters, sinks, and toilets, if you do not use disposable towels or wash cleaning cloths and sponges routinely (for example, running them through the diswasher) the more you wipe down surfaces, the more you're spreading the germs.

The worst "hot zones" for bacteria are sponges, dishcloths, kitchen sink drains, faucet handles, cutting boards, and refrigerator handles.

The best bet is cleaning with bleach-based cleaners or creating a bleach solution to wipe down these areas. Using bleach-based cleaners can drop bacteria levels by 99%.

And About Soap

Also in the area of cleanliness, researchers are now reporting that the overuse of anitbacterial soaps can have the same affect as overuse of antibiotic drugs: bacteria can mutate in ways to become resistant to the effects of the antibacterial cleaners.

The best bet is to encourage good handwashing practices using warm soapy water, but the soap does not have to be antibacterial.

Peanut Allergies

For your peanut-sensitive school-agers you may want to institute some stricter rules for using peanut butter or any peanut products for snacks.

Many schools have become worried about possible litigation from parents for exposing their allergic students to peanut products and so have instituted procedures that SAC programs may want to consider:

- Use no peanut butter or peanut products of any kind in the program.
- Have a "peanut free zone" - one table where the allergic children can sit and enjoy their non-peanut snacks.
- Wrap peanut butter sandwiches in plastic wrap and clearly label them so allergic children can avoid them.

Fundraising Tip...

Arts Auction

A school-age care program in Mansfield Ohio raised several hundreds of dollars for the program by holding an Art Auction.

Artwork and projects that the children had made were matted and dsiplayed around the program. Families and the community were invited to the auction and each piece of art work was auctioned off. (You can have an open auction using an auctioneer, or have a silent auction.)

SAC CONFERENCES

NEW MEXICO Nov. 6-7, 1998
4th Annual NMSACA Conference, Albuquerque
Contact: Mike Ashcraft, 505-296-2880

NORTH CAROLINA Nov. 6-7, 1998
NCSACCC Annual Conference, Raleigh
Contact: Connie Greeson, 919-731-1520

OREGON Nov. 7, 1998
11th Annual SAC Conference, Albany
Contact: Colleen Dyrud, 503-725-8528

BRITISH COLUMBIA Nov. 13-14, 1998
5th Annual SACCA of BC Conference, Vancouver
Keynote: Rich Scofield
Contact: Richelle Leckey, 604-257-8134

COLORADO Nov. 13-14, 1998
8th Annual SAC Conference, Denver
Contact: Sandy Minster, 303-420-9721

CONNECTICUT Nov. 14, 1998
Annual State CSACCA Conference, Farmington
Contact: Susan Krampitz, 203-484-2684

VIRGINIA Nov. 13-14, 1998
7th Annual SAC Conference, Williamsburg
Contact: Ginger Tomlinson, 540-966-3676

MISSOURI Feb. 19-21, 1999
MOSAC Annual Conference, St. Louis
Contact: Ilene Shore, 314-961-1233

NSACA April 15-17, 1999
11th Annual National School-Age Care Alliance Conference, San Antonio, **Contact:** 617-298-5012

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

United States Postal Service
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PERIODICALS

November 1998

RESOURCES

Directors Resource

Child Care Information Exchange, a magazine for directors of child care programs is celebrating their 20th anniversary this year. The bi-monthly magazine offers quality articles on all issues that face child care programs written by child care professionals with years of experience in the field. They also provide valuable resources for information and products. The magazine has often highlighted care issues for school-age children and supports the efforts of NSACA and other school-age organizations.

The Sept./Oct. 1998 issue has a number of articles that school-age program directors may find appealing:

- *Recruiting Male Volunteers to Build Staff Diversity*
- ***Who's Who in School-Age Care***
- ***Creative Use of Technology with School-Agers***
- *Bettering Your Odds of Not Getting Sued*
- *Stages of Director Development*

A one year subscription is $38. Individual copies are $8. To subscribe or request the Sept./Oct. issue, call Child Care Information Exchange at 800-221-2864 between 8 a.m. and 1 p.m. (Pacific Time). Or send your check to Child Care Information Exchange, P.O. Box 3249, Redmond WA 98073-3249. Check out more about this magazine at their website: **www.ccie.com**.

Service Learning

The National Helpers Network has a publication that helps program leaders and young people participating in service learning opportunities make sense of and learn from their experiences.

Reflection: The Key to Service Learning offers "reflection seminars" and provides strategies for developing your own. The guide includes: the philosophy underlying reflection; background on creating effective reflection seminars; interactive exercises; designing a reflection seminar; reproducible handouts; a list of suggested readings.

The book is $30 and can be ordered from National Helpers Network, Inc., 245 5th ave. Suite 1705, New York NY 10016-8728. Call 212-679-2482 for more information.

Partnerships Guide

A guide titled *Learning and Growing Together: Head Start and Child Care Professional Development Partnerships* is now available. Based on a study by The Head Start Bureau and the Center for Career Development in Early Care and Education, the guide looks at the key benefits of working together, tips on forming partnerships, resource materials, and more. Cost is $15. Send payment to Publications, The Center for Career Development in Early Care and Education, Wheelock College, 200 The Riverway, Boston MA 02215-4176. For more information call 617-734-5200.

Volume ~~XVIII~~ XIX #4 The Newsletter for School-Age Care Professionals December 1998

School-Age NOTES

ISSN0278-3126 © 1998 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Is It Time For A School-Age Care Credential?

by Barbara D. Vandenbergh and Eddie L. Locklear, Ed.D

The Need

During the past few years, the National School-Age Care Alliance (NSACA) has worked to develop national standards and a program improvement and accreditation system for school-age care programs. The White House Conference on Child Care last year stressed the need for availability, accessibility, and quality child care. Throughout the conference the need for quality school-age care was stressed. A closer look at NSACA's accreditation, the White House Conference, and research reveals that the most important indicator of quality is the school-age care staff. But, with an average turnover rate of 60%, as high as 300% in some programs, how can a school-age care program provide quality care? Many practitioners think the answer is higher wages for staff. But many argue that before wages can increase, school-age care staff must have professional competencies necessary to provide quality care for school-age youth. One approach for improving staff competencies is for individual staff to earn a school-age care credential. However, most states do not offer such a credential. Is it time to develop a school-age care credential?

Professional Recognition and Career Development

Research into the elements of quality care points out the relationship between staff education and quality care ("Cost, Quality, and Child Outcomes in Child Care Centers", 1995). SAC professionals recognize this link and see the need for recognition based on professional competence. Discussion of the possibility of developing a school-age credential is beginning. We need to provide structure to the discussion and set goals for the work to come.

Many states are emerging from the first generation of career development into the next generation. In this first generation we have had scattered workshops offered by a variety of sources but which do not lead to a professional certificate or license. Many factors have controlled the process of staff education up to this point and it is time to go on or "emerge" to the next step. This emergence will actually encompass a great leap of several generations at one time. It will be controversial and hard work for those who engage in the process. Currently, most states have few requirements regarding professional preparation for caregivers in programs "for less than four hours per day."

Additional training must be linked to increased compensation.

In North Carolina

The North Carolina School-Age Care Coalition has decided to work on a positive, proactive strategy to improve the quality of care without legislation. Members of the coalition–a volunteer organization–with support from 4-H Youth Development, are focusing their efforts in support of the Program Improvement and Accreditation System developed by NSACA.

At the same time the coalition is supporting the process of developing a credential specific to school-age care. The state has developed two levels of early childhood credential through the Community College system and is in the process of implementing a credential for child care administrators. Informal research conducted by 4-H Youth Development has shown, however, that the Early Childhood credential does not translate to appropriate care for schoolagers. This does not surprise SAC professionals and makes it imperative that competencies for those who work with school-

(Continued on page 2)

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Congress Boosts SAC Funding

1600 Programs To Be Funded – Up From 300

by Charles Pekow

It always helps to apply for a grant, even if you don't get one. For schools that applied to the Dept. of Education (DoE) for a grant last year and didn't get it, your efforts weren't in vain. Last year, the DoE got many more applications for the **21st Century Community Learning Centers** grants than it could fund with the $40 million allocated. This fact–and a last minute push from President Clinton–spurred Congress into *quintupling* funding for the program to **$200 million** for FY99.

Congress assumes that DoE can fund about **1600** new programs in FY99. Areas with high rates of crime, violence and drug abuse among juveniles get priority, as do those with many underachieving students and inadequate resources to start their own after school programs. Applicants who plan to work with business and other community agencies also will score points. Improving children's academic performance based on state and local standards is another important factor.

A good resource for information is at **www.mott.org** on the Internet.

(See p. 6 for more about Federal funds.)

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Credentialing...

(Continued from front page)

agers be addressed. What are the requirements and goals for developing a credential implemented nationally, state by state? Following are some basic principles that should be considered:

Basic Principles

#1...A school-age care credential needs to address the appropriate age group of children. This was asserted in Andrea Genser's address to the professional development forum of NSACA ("Making a Career of It: Challenges for the School-Age Practitioner" April, 1994). Many early childhood professionals believe that a course or two in school-age issues is sufficient for preparation of SAC staff. Our experience shows otherwise. Thus, a "developmentally appropriate" component of adult preparation must be our primary goal.

#2... Training needs to encompass a wide variety of formats and needs to articulate with college credit. To attract and keep the "best and brightest" we must make the leap from "workshops" to education which is relevant and officially recognized for college credit. All training should have some role in a continuum of higher education.

#3... Education must be accessible. In North Carolina the early childhood credential is taught through the community college system; it makes sense to consider that as a likely starting place for school-age courses. However, many SAC providers may not have access to community colleges. To have an impact on improving quality, we must make professional education available to as many SAC providers as possible. Small colleges, the Resource and Referral network, and the Cooperative Extension Service are possible sources of instruction, keeping in mind that we are aiming at a continuum of higher education. Courses must be offered at times that are convenient for adult students, and must address pre-service preparation as well as the more traditional in-service topics.

#4... We must promote access to leadership roles. Leadership roles must be available to everyone and must be able to tap people who normally would be isolated from the mainstream. The leadership of this group is essential to the sustainability of long term goals for quality child care.

#5... Additional training must be linked to increased compensation. North Carolina is a national leader in this effort through the TEACH project. The TEACH project is designed to offer bonuses and salary adjustments to child care staff who complete specific education requirements.

#6... Developing a school-age credential must create a true system of education for SAC professionals. When fully implemented, there should be an interconnected system of education where anyone who works with children in after school—private providers, public school personnel, Y professionals, and church staff—will have access to the same education and will not be trained in a fragmented system that provides less than optimal education.

Research on quality of care for children and recent initiatives supported by corporate funding (such as the American Business Collaboration's funding of a pilot community awareness project in North Carolina) make it imperative that the education of school-age care professionals be addressed now. To be successful the effort will need collaboration from the entire community of school-age care professionals. The outcome will be the highest quality care for America's school-age children. ❧

References

Cost, Quality, and Child Outcomes in Child Care Centers (Executive Summary). 1995. Univ. of CO at Denver, Univ. of CA at Los Angeles, Univ. of North Carolina, Yale University.

Genser, A. 1994. Making A Career of It: Challenges for the School-Age Practitioner. Proceedings from the Public Policy and Professional Development forums, National School-Age Child Care Pre-Conference, Philadelphia.

Barbara D. Vandenbergh is the North Carolina 4-H SAC Project Director at North Carolina State University.

Eddie L. Locklear is the Department Extension Leader for 4-H at NCSU. He is also the president-elect of NSACA.

Credentialing: Past, Present, and Future

School-Age NOTES *Editor Rich Scofield was a board member of the National School-Age Care Alliance (NSACA) for many years and is still an advisor. He speaks unofficially from his recollections, perceptions, and interpretations of events.*

SAN: *Has NSACA ever considered issuing a school-age care credential?*

Scofield: In short, yes, but only momentarily. Its membership certainly has asked about it. At its 1993 conference in St. Paul, MN the four hot topic buzz words were *accreditation*, *standards*, *certification*, and *credentialing*. The sense was that people were ready for and wanted these types of professional measurements immediately.

The U.S. Army was developing standards of competencies needed in school-age programs to help with their compensation and promotion systems.

The big push at that time was for accreditation before credentialing. The reality was that as a young organization with no staff, no office, little money, and dependent completely on volunteers it was not likely to field any national programs without considerable grant money. For accreditation that came in 1995.

SAN: *Why all the interest back then in a SAC credential?*

Scofield: Many early childhood people were familiar with the Child Development Associate (CDA) credential. It had been announced that the U.S. Army was developing standards of competencies needed by staff caring for children and youth in Army school-age programs to help with their compensation and promotion systems and to help with their training and quality improvement programs. Teaching Strategies, known for its CDA materials was the

(Continued on page 3)

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Head Lice Getting Entrenched

According to *Education Week* the problem of head lice in schools is becoming the norm rather than the exception.

An estimated 6 million to 10 million cases of head lice among children were reported last year alone.

"Many schools have reported an explosion of cases over the past few years." (*Education Week*, Oct. 14, 1998) An estimated 6 million to 10 million cases of head lice among children were reported last year alone, according to the National Pediculosis Association (NPA), an organization dedicated to educating parents, teachers, and caregivers about lice.

If the problem exists in schools, then the problem also exists in school-age programs. After school programs need a head lice control policy to minimize the risk and control the situation if there is an outbreak.

The NPA recommends establishing a head lice control policy and communicating that policy to both staff and parents, especially if that policy includes not letting children return to the program until they are free of lice. The NPA's *Child Care Provider's Guide to Controlling Head Lice* also offers the following tips on keeping lice from getting a grip on your program:

- Coats and hats should be hung separately and spaced so they do not touch. Lice do not hop or fly, and cannot move between coats if spacing is adequate.
  –Hats should be tucked into coat sleeves.
  –Do not allow coats to be piled up.
- Children should not share clothing or head gear.
- Review your policy on the dress-up corner. While using real clothes may enhance the dress-up activities, the risk of a lice outbreak grows with children taking turns wearing the clothes - espcially hats.
- Sleeping mats or towels brought from home should be individually labeled and stored in separate cubbies and sent home frequently for washing.
  –Parents should supply a duffle-type bag to put mats and blankets in to prevent contamination. Ideally, such items should be laundered regularly.
  (One school in California had each child put all of their school belongings in plastic garbage bags with a drawstring to keep items completely separate.)
  –School-provided mats should be wiped clean regularly and after each use during outbreaks. They can be air-dried. Stacking them *increases* the risk of transmission.
  –Carpeted areas should also be vaccumed as often as possible.
- Never use "pesticide extermination" services for head lice in the environment. Spraying for roach control does not affect lice management.

If a lice outbreak has been reported in other areas where the children in your program may be, such as school, begin regular screenings for lice by visually inspecting every child's head. Staff also should inspect each other's heads.

Should you determine that head lice have appeared on children in your program, take proactive steps to educate families:

- Promptly inform all parents of a case of head lice.
- Alert those who are at greatest risk in using pesticides:
  –Pregnant or nursing women should contact their physicians before administering treatment to themselves or their children.
  –Children under 2 years of age should be treated by manual removal of lice and eggs.
  –Patients with pre-existing conditions, open wounds or a history of allergies or asthma should consult their physicians.
- Advise against treating anybody who is ***not*** infested. Do not recommend prophylactic treatment. No treatment will prevent a child from getting lice.
- Discourage the use of products containing *lindane*. This pesticide ingredient is more toxic than other treatments.
- Warn against the use of lice sprays. Using lice sprays on bedding, furniture and carpets is unwarranted, and may pose personal and environmental hazards. The safest and most effective alternative is vacuuming.

The NPA has plenty of educational materials and resources to aid in the fight against lice. For more information call the NPA at 800-446-4672.

Credentialing...

(Continued from page 2)

developer of the SAC materials. They were to be based on the same 13 core competency areas/modules as the CDA.

SAN: *What happened next?*

Scofield: In June 1994 the Council for Early Childhood Professional Recognition, the credentialing body for the CDA and headed by Carol Brunson Phillips, invited key players to a meeting at their headquarters in Washington, D.C. The representatives were from various school-age interest groups including NSACA, the SACC Project at Wellesley, the Army, the YMCA, and NAEYC. The Council wanted to explore whether they should consider developing a national credential for school-age, a CDA to go along with their other ones in center-based child care of preschool and infant/toddler plus their family child care one. This seemed a good fit for the Council since the Army was developing the core competencies and school-age credential along the lines of the Council's own CDA and the Council eventually would end up managing and administering the Army's school-age credential. Yet, there were no incentives for people to spend time and money getting a credential in a part time profession. It seemed unanimous that the time was not right.

SAN: *Why the continued interest?*

Scofield: In 1995 Teaching Strategies came out with a civilianized version of its materials for the Army's school-age credential. The combined 1,000 pages of texts and trainer's guide to *Caring for Children in School-Age Programs* was proof that a credential was possible and "the book already had been written." In Nov. 1996 there was another meeting of school-age interest groups at the Council; the tone was different. Now there was interest by different states such as Wisconsin to develop their own school-age credential and promote it with monetary incentives. For the Council there still was not enough solid national interest to justify the development and start-up costs of a new credential.

SAN: So *why won't NSACA consider doing it now?*

Scofield: Two reasons, one is conflict of interest. A credible credentialing system

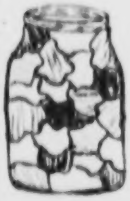
(Continued on page 6)

Everything Old Is New Again!

In leaving the old year and starting a new one, find ways to recycle "old" household materials for new arts and crafts supplies. Not only do you get inexpensive arts and crafts projects materials, but you're protecting the environment as well. Remind children to think twice before simply throwing away milk cartons, soda bottles, or cardboard boxes. Some of the best crafts are made with recyclables.

Tissue Paper Pencil Cups

After eating the last pickle spear or spreading the last bit of jelly on your sandwich, wash and dry the empty jar. Cut or rip various colors of tissue paper into 2 inch pieces. Mix 2 Tbsps. of glue with 1/4 teaspoon of water. Brush the glue mixture onto the jar and dab some on each piece of paper, as you stick the paper all over the outside of the jar. It's okay if the pieces of paper overlap; in fact, it looks better that way. When the entire jar is covered, brush a layer of the glue mixture over the entire thing. This will "set" all the tissue paper and make it shiny. When the jar is dry, glue a round piece of felt to the bottom so it won't scratch the surface of your desk or table. Use it to store your pens, pencils, and markers.



Soda Can Tab Necklaces

Nearly everyone knows that aluminum soda cans should be recycled instead of just thrown away. But before throwing those cans into the recycling bin, remove and save the little tab from the top. When you've saved enough tabs, paint them with tempera paint or finger nail polish for a shiny look. String them on yarn or embroidery floss to make an interesting necklace.

Recycled Crayons

Rather than throw away old, broken crayons, turn them into brand new crayons in fun shapes. To do this, first remove all paper from the crayon pieces. Then melt the old crayons in a sauce pan. Place different shaped cookie cutters on aluminum foil (hearts and stars work well). Carefully pour the melted wax into the cookie cutters. Allow the wax to cool and harden, then pop out your new crayons!

(**CAUTION:** An adult should supervise this activity. **ALSO,** in cleaning up the pan the crayons are melted in, take care not to pour left over wax crayons down the drain. This could result in a clog after the wax rehardens. Wipe out leftover residue with a disposable cloth and throw in the trash.)

Tuna Can Knick-Knack Boxes

Thoroughly wash and dry an empty tuna fish can (larger ones work best). Cover the can with fabric, wallpaper scraps, or colorful contact paper. Glue on glitter, sequins, buttons, or small shells to decorate. Use it as a mini-jewelry box or a place to keep coins, paper clips, erasers, etc.

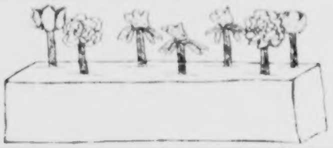
Shoe Box Flower Gardens

Save the box from new school shoes or sneakers and transform it into an unusual flower garden.

Begin by using tempera paint or markers to color several popsicle sticks green.

Next, flip through old magazines and cut out pictures of flowers. (Gardening magazines or seed catalogs are a great resource.)

Glue the flowers to the popsicle stick "stems." Turn the shoe box upside down and insert the sticks in cut out slots to create a garden of flowers.



Construction Clay

For the "Be An Architect" activities on page 5, mix up a batch of this construction clay:

Ingredients

1/2 C. corn starch
1 C. salt
2/3 C cold water

Procedure

In a small pot boil 1/3 cup water and the salt over medium heat; stir. Pour the cornstarch into a bowl and add to it the remaining 1/3 cup of water. mix well. Add the cornstarch mixture to the salt mixture, stirring over medium heat. The mixture will quickly get thick and form a big lump. Remove from heat and carefully dump the ball of clay onto a clean counter or table. Cover it with a damp paper towel and allow to cool. Sprinkle counter top with cornstarch and knead the clay until smooth. Store the constuction clay in a plastic bag and keep refrigerated.

(**HINT:** For colorful clay, add food coloring while kneading, or paint with tempera paint when object is dry.)

Snow Paint

To make sparkly "3-D" snow paint for winter scenes, combine 1/2 C. salt, 1/2 C. flour, and 1/2 C. water. Mix together and put in an empty squeeze type bottle. Use to paint snowmen, snowflakes, etc. When thoroughly dry, the "paint" will sparkle (see p. 5).

(**HINTS:** This mixture works best when used immediately. If it sits for too long, the salt will dissolve, losing its "sparkle" quality. Plan your projects accordingly. Also, be aware that the mixture takes a long time to dry.)

Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Gina Campellone* of Vernon, Conn.

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37 Activity Ideas

The minimum number of Activity Ideas in this issue is 37.

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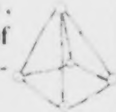
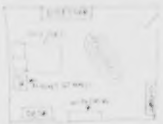
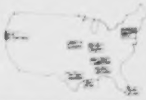
JANUARY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
JANUARY DAYS	Jan. 1–New Year's Day. What kind of resolutions will you make for the new year? Study more? Help your parents more? Make a list and share with the group.	Jan. 15, 1929–Martin Luther King's birthday. Read his "I Have A Dream" speech. Create a "Dream Wall" where students put their own dreams for the future.	Jan. 21–National Hugging Day. Make "Free Hug" coupons and give them to people you care about.	Jan. 22–National Popcorn Day. Pop a batch of popcorn and celebrate with a popcorn party.	Jan. 27, 1756–Mozart's birthday. Listen to one of his compositions like "The Magic Flute" with eyes closed. Then paint a watercolor picture of how the music made you feel.
LET IT SNOW!	Read *The Snowy Day* by Ezra Jack Keats. Draw a picture or make up a story about what you would do if you woke up and everything was covered with snow.	Collect clean, freshly fallen snow and scoop into paper cups. Drizzle with maple syrup or fruit juice for snow cones. No snow where you live? Use crushed ice instead.	Make colorful snowflakes: Cut snowflakes out of coffee filters. Before unfolding them dip in water tinted with food coloring. Use different colors for a "tie-dye" effect.	Have an indoor snow ball fight–no snow required! Use rolled up white socks (old, clean ones donated by parents) that will be warm, soft, and safe.	Paint a winter snow scene with 3-D snow paint (see p. 4). When thoroughly dry, see how the "snow" sparkles.
BE AN ARCHITECT	Mix up a big batch of construction clay. (See p. 4.)	Build a 3-dimensional structure with toothpicks, bamboo skewers, and balls of construction clay. 	Build a stone wall using small rocks or pebbles, a piece of cardboard as a base, and construction clay to hold it all together. This takes time and patience.	Construct a skyscraper or any kind of building using popsicle sticks and construction clay. When clay hardens, decorate with tempera paints.	Make a miniature log cabin using small twigs and construction clay.
RADICAL RELAYS	Relay team players balance a nickel on their forehead and walk as quickly as possible to the finish line and back. If the nickel drops, the player puts it back and continues.	Partner relay: Each set of partners holds an empty plastic soda bottle between their shoulders while going to the finish line and back without dropping it.	Play a variation of the previous relay. For example, have partners walk with the bottle held between their hips, foreheads, or elbows.	In two equal teams, players take turns running to the finish line, putting on a pair of winter gloves, unwrapping a stick of gum, then running back.	Each player runs to the finish line and puts on a coat, boots, and mittens, then takes them all off and runs back to tag the next player.
KEEP IN TOUCH	Set up a writing center with lined paper, pens, pencils, erasers, envelopes, etc. Write letters to friends, relatives, or to request information.	Choose someone to whom you'd like to be a secret pal. Write happy notes or cheerful compliments and leave them for your pal. But don't sign you name!	Design a personal address book: Punch holes in index cards or construction paper. Bind with yarn or string and decorate. Record friend's addresses in alphabetical order.	Make personalized stationery. Decorate plain white paper and envelopes using rubber stamps and ink pads. Or decorate with thumb print art.	Ask someone from the post office or a stamp collecting club to come in and talk about stamp collecting, known as philately.
MAPS	Make a colorful map of your house, or a more detailed map of your bedroom. 	Hide some "treasure" and draw a map with mystery clues that must be interpreted in order to locate the treasure.	Post a large map of the U.S. on the wall and ask the children to put red dots or stickers on all the states they have visited. 	Create your own kingdom and draw a map with landmarks such as bodies of water, important buildings, and other points of interest. Name landmarks after family members or friends.	Cover an aluminum can or cardboard shoe box with a map and shellac it to make an interesting vase or keepsake box.

Washington Notes

by Charles Pekow

Charles Pekow is editor of "Day Care U.S.A." This report was written exclusively for SAN readers.

SAC Holds Its Own — Gains New Federal $

The much ballyhooed child care initiative President Clinton called for at the start of the year went up in smoke. So did the effort to create a new juvenile crime prevention program that could have supported after school programs. And the Social Services Block Grant was cut by 17%. But Clinton and Congress this year still provided some significant new and expanded initiatives for school-age programs (see front page). What it didn't increase, it continued at present levels.

$19.1 million gets earmarked for school-age care and resource & referral.

Child Care Block Grants

At Clinton's insistence, Congress boosted the Child Care & Development Block Grant by $182.672 million to $1.18 billion. As usual, $19.1 million gets earmarked for school-age care and resource & referral.

Think of the funding increase as providing better service, not more service, though. The law mandates that besides the usual 4% set-aside for quality and related activities, $222.672 million–the whole increase and then some–go toward improving care rather than for starting new programs.

More Federal $ for Snacks And Older Kids Eligible

Count on $264 million for additional after school snacks over the next five years for schools and non-profit day care centers.

The law expands availability of after school snacks in several ways, using both the Child & Adult Care Food Program (CACFP) and School Lunch Program (SLP). First, it opens eligibility for the after school snacks for elementary school children to new schools.

Schools can serve the snack to the same children and under the same rules as SLP. But child care centers can only offer the snack under CACFP rules.

The law also raises from 12 to 18 the age that children can get a free daily snack in both programs. But only schools and non-profits can serve the teen snack and only in areas where at least 50% of elementary children quality for SLP. Also, programs serving adolescents a snack must provide primarily education and enrichment, but after school sports programs don't qualify. The Food & Nutrition Service (FNS) has allotted $38 million of the five-year increase for this program.

FNS will have to issue guidance shortly, as well as regulations determining how programs qualify–how much structure makes a program "primarily education and enrichment." The rules likely will differ for six-year-olds and eighteen-year-olds, says FNS spokesperson, Phil Shanholtzer.

Centers won't have to get licensed or receive SSBG subsidies to get CACFP benefits. Programs exempt from licensing, such as some Boys & Girls Clubs, can get reimbursement if they meet state health and safety standards.

For guidance on how to take advantage of the new opportunities, contact your regional FNS office or state agency responsible for child nutrition. ❧

(More on Federal funding in the next issue - Jan. '99 - of School-Age NOTES.*)*

Credentialing...

(Continued from page 3)

can't have the field's professional organization credential its own members. In early childhood, as mentioned before, the CDA credential is issued by the Council (for ECPR). The Council works closely with, but is not affiliated with, the National Association for the Education of Young Children (NAEYC).

SAN: *And the other reason?*

Scofield: The major problem has been NSACA's capacity, limited by having only three paid staff who would have to design, implement, and run a national credentialing system. In January 1994 NSACA's strategic planning group set a goal to develop an accreditation system for the field. This was among other ambitious goals such as set up an office and hire an executive director. In April 1995 NSACA received a $100,000 grant to develop national standards and create a pilot accreditation system. This would build on the work by the SACC Project at Wellesley which was a collaborative partner in the grant and brought to the project their past work on assessing quality in school-age programs (ASQ) which totaled $1,540,000 in grants. Once committed to the Program Improvement and Accreditation System, all efforts and resources had to be channeled on making this successful. Three years later with the official launching of the accreditation system this year, NSACA still needs to stay focused on the system's development.

SAN: *So what is going to happen regarding credentialing?*

Scofield: The exciting news is that three states have developed credential systems that are either up and running or about to: Wisconsin, Colorado and New York. And other states have shown interest. Most states interested in the school-age credential have said "why reinvent the wheel, let's see if we can use the competencies and model developed for the Army." A suggestion at a session at NSACA's conference in Seattle dealt with how a national credential might be available given the current parameters. It was suggested that NSACA act as official grantor of approval, in effect, endorse the various states' credential systems. Each state would recognize an NSACA-endorsed state credential and thus people could move from state to state with a recognized credential. The Army liked the idea because their personnel would be better positioned to be hired in civilian life. Also the Army could recruit civilians who already had school-age credentials to work in their programs without spending money and time to put them through a credential program. Whether this great idea becomes reality remains to be seen. The National Institute on Out-of-School Time is in the middle of conducting a survey of states' credentialing interests and efforts. So stay tuned. ❧

SAC CONFERENCES

MISSOURI Feb. 19-21, 1999
MOSAC Annual Conference, St. Louis
Contact: Ilene Shore, 314-961-1233

NSACA April 15-17, 1999
11th Annual National School-Age Care
Alliance Conference, San Antonio
Contact: 617-298-5012

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11th Annual Conference

April 16-17, 1999
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- Additional rooms available at the **Four Points Sheraton**, 210/223-9461, $109 single/double

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* Non-members must pay this fee which entitles you to NSACA member benefits for one year.

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PERIODICALS

December 1998

RESOURCES

Bilingual Parent Newsletter

Para Su Familia, a newsletter for Hispanic families, is available from the Washington State University Cooperative Extension.

Published six times a year, the easy-to-read format combines English and Spanish to provide familes with unbiased, research-based information.

The newsletter covers such topics as family and parenting, food and nutrition, communication, safety and health, family finance, and other topics of current interest.

A yearly subscription of six issues is $15. Or order reproducible copies to print and distribute to families for $125 per year for the six issues.

For more information contact Cora Vowell at **vowellc@wsu.edu** or write to WSU Cooperative Extension, 128 North 2nd St., Room 233, Yakima WA 98901-2631.

Free Discipline Kit

Front Row Experience, a publisher of curriculum resources, has a discipline resource kit that is available for only the price of shipping.

Gramma Sandy Wants To Help is a unique discipline program for older school-agers designed to involve children in resolving their own discipline problems. Children complete a Problem Solving Worksheet answering questions like "What did I do?"; "Why did I do it?"; "How can I fix it?" Other components of the kit include a "I Broke My Contract" worksheet.

The kit has a $15 value but you can order it by sending either $1.74 for shipping bookrate or $3 for priority shipping to Front Row Experience, 540 Discovery Bay Blvd., Discovery Bay CA 94515. **This offer is good to U.S. addresses only and is limited to one per customer. This is a limited offer and will expire in March, 1999.** For more information call 800-524-9091.

At-Risk Youth Conference

The 10th Annual Youth-At-Risk Conference will be held Feb. 28-Mar. 2, 1999 in Savannah, GA.

Titled "Reclaiming Our Youth: Building Bridges for the 21st Century," the conference is designed for anyone who works with youth.

For registration information contact Sybil Fickle at 912-681-5555.

Family Child Care Conference

The 22nd Annual National Family Child Care Conference will be held May 20-23, 1999 in Atlanta.

The event is sponsored by Quality Care for Children Inc. (formerly Save the Children Child Care Support Center) and Save the Children Federation.

For conference registration information call 404-479-4200.

Volume ~~XVIII~~ XIX #5 The Newsletter for School-Age Care Professionals January 1999

School-Age NOTES

ISSN0278-3126 © 1999 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

ADHD:
Same Label, Different Settings
An Inquiry Into Behavior Problems

by Dale Borman Fink, Ph.D.

My overall approach in solving behavioral problems is crystallized in the title of a small book I wrote for School-Age NOTES in 1995, *Discipline in School-Age Care: Control the Climate, Not the Children*. In it, I asked providers to think about an essential question: Do the behavior problems we see "live" within certain children and will they inevitably act out these unacceptable behaviors once they enter our space? Or do they "come alive" in our environments? In other words, do we generate a great many of the problems we observe by the decisions we ourselves make? I claimed that we could increase or decrease behavior problems by our activity choices, our room arrangements, our rules, and the ways we choose to convey our expectations and reward appropriate behavior.

I had a rare opportunity to witness the validity of this insight when I observed a boy I'll call David, aged 12 and diagnosed with ADHD (Attention Deficit Hyperactivity Disorder), in two different Boy Scout troops. He was brought to my attention by one of his Boy Scout leaders as a very difficult troop member whose presence exasperated both the leaders and his peers. The leader viewed him as a typical case of why it is so hard to have kids with ADD (Attention Deficit Disorder) or ADHD included in mainstream activities. I interviewed David and his mom together in the trailer park where they lived, and got permission from both his scout leaders and his family to attend his meetings.

David soon dropped out of this troop, but not out of the Boy Scouts. He rejoined a troop in a nearby town where he had been a member before the family moved. I was able to observe his participation and interview his leaders in both troops.

[David's] personality came across as goofy and a bit contrary, and the leaders called his name only to give him negative feedback.

The first troop met in a big, lofty barn and comprised about 14 boys. David's physical appearance was bulky, pudgy, and awkward. Every meeting started informally with 15 to 20 minutes of hard-driving basketball. David had told me that he did not enjoy this at all and I saw that he participated in it without enthusiasm and without much skill. There was no coaching or instruction during this activity; the leaders occupied themselves with greeting parents and preparing for the meeting and viewed this as something the boys did on their own.

The balance of the meetings were run in a straight-laced, no-nonsense manner. David frequently engaged in off-task behaviors. When everyone was supposed to be practicing tying different knots, he was wandering to another part of the barn, hanging upside down, or playing with the ropes in an unapproved manner. His personality came across as goofy and a bit contrary, and

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INSIDE

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Book Now for San Antonio

Rooms are filling up quickly for the National School-Age Care Alliance Conference in San Antonio April 16-17, 1999 so book now if planning on going. (See p.7 December issue of SAN for info.) Preliminary programs with extra hotel choices have been sent to members the first of January.

Wellesley's 20th

Congratulations on its 20th Anniversary to the National Institute on Out-of-School Time (NIOST) of the Center for Research on Women at Wellesley College in Wellesley, Massachusetts. Previously known as the School-Age Child Care Project and informally known in the SAC community as "Wellesley" it has shaped the landscape of the SAC field. Without its research, advocacy, and training it's safe to say school-age care would still be standing on the outside looking in on the child care arena.

Contributing to the Institute's success has been founder and Director Michelle (Mickey) Seligson's leadership and vision; Associate Director Ellen Gannett's SAC experience and training knowledge; Research Associate Susan

(Continued on page 2)

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Wellesley...

(Continued from front page)

O'Connor's vision of and dedication to quality assessment of programs (ASQ); Beth Miller's writing and research; Joyce Shortt's work with MOST; An-Me Chung's involvement with rural SAC; and the behind the scenes organization and work of Lillian Coltin, Steffie Peck, Nina Walsh and the rest of the Institute's staff.

The newspaper, *The Wellesley Townsman* covered the 20th Anniversary Symposium in November. It captured the sense of the long road from the original research project in 1978 to the current momentum which includes the announcement by President Clinton of the $200 million, a five-fold increase, for the 21st Century Community Learning Centers (after school programs) in this year's Congressional budget.

"We were out there on our own," said [NIOST Director Michelle] Seligson. "Now there is a different landscape with new and powerful advocates. Yesterday, I heard the President of the United States and a bipartisan committee from Congress celebrate the administration's child care initiatives... never in my wildest dreams did I expect this kind of response in Washington and at the executive level."

The Townsman reported that Seligson said issues often take 20 years to reach the national stage spending years simmering on the backburner of the national agenda before breaking to the fore. Seligson said NIOST's agenda has changed as national concerns and goals have evolved.

"Our direction has always been informed by parents and providers," Seligson said.

NIOST sees the structure of after school time as fundamentally different than classroom learning. "It should ideally allow kids to find their own creative identity, and should fulfill kids' need to feel that they are part of a community, that they belong to something," Seligson said.

"In the last decade, we realized we had to focus on the quality of the programs, and it became clear we needed to design self-assessment tools," said Seligson. NIOST responded in the early 1990's by developing *Assessing School-Age Child Care Quality* which most people know as *ASQ*. This self-observation tool then became the cornerstone for developing both national standards and the recently launched Program Improvement and Accreditation System developed and administered by the National School-Age Care Alliance (NSACA).

During NIOST's first 20 years its leaders and staff have spearheaded and supported the development of the [SAC] professional field including its professional organization NSACA.

Seligson outlined the many benefits of after school care. She said out-of-school care gives kids "a safe place to go," especially at ages when kids are at risk. Activities designed to maximize a child's interest in a subject can develop a lifelong hobby or career, Seligson said. She regrets that "we're still seeing too many programs focused on containment."

It is crucial for children to develop relationships with adults other than their teachers – adults more concerned with a child's holistic development. "Kids need role models who are concerned with all of the child's development, who have a close connection with the child's interests and values," Seligson said.

The consistency of NIOST's and Seligson's message of quality and the role of adults is evident in this excerpt from seven years ago in the September 1991 issue of SAN.

"How staff interact with each other, with children and with parents is a critical factor that Michelle Seligson in Wellesley's ASQ [manual] says distinguishes a mediocre program from one of high quality. Adults are models at this stage in the child's development when the children watch them closely to figure out adult roles and responsibilities. The personal qualities of warmth, flexibility, enthusiasm, and a sense of humor are a part of this modeling. Staff should also have a repertoire of knowledge, skills and abilities that are interesting and engaging to school-agers."

During NIOST's first 20 years its leaders and staff have spearheaded and supported the development of the professional field including its professional organization NSACA. We share the vision that the next 20 years will be just as exciting and fulfilling. ❖

NIOST Column

School-Age NOTES is pleased to announce that the National Institute on Out-of-School Time will contribute a regular column every other month to this newsletter. Various staff from the Institute will address projects, trends, and issues facing the school-age field.

School-Age NOTES

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The 4th R: Relationships

Developing Friendships

Think back on these scenes of children interacting in your program: sharing yo-yo skills, playing board games, cooperatively building with blocks, organizing a kickball game, playing house. Imagine all the real life skills involved: socializing, communicating, problem solving, negotiating. After school programs add the fourth and most important R – relationships – to the original 3 R's of reading, writing, and 'rithmetic. In the rush of programs like Voyager and the new 21st Century Learning Centers to push increased academic abilities as the desired outcomes of providing after school programs we have forgotten to promote the building of relationships and all the skills learned and practiced in developing them.

Diane McClellan and Lillian G. Katz wrote " [Willard] Hartup suggests that peer relationships contribute a great deal to both the social and cognitive development and to the effectiveness with which we function as adults (Hartup 1991)." Hartup states that: "Indeed, the single best childhood predictor of adult adaptation is *not* IQ, *not* school grades, and *not* classroom behavior but, rather the adequacy with which the child gets along with other children. Children who are generally disliked, who are aggressive and disruptive, who are unable to sustain close relationships with other children, and who cannot establish a place for themselves in the peer culture are seriously 'at risk' (1991)."

Real Life Benefits of Friendships in SAC

The opportunities in after school programs to find and build friendships are critical to nurturing preadolescent development. We need not only recognize the benefits of these friendships but also to promote them to parents, schools, and community. Some of these benefits are:

- **Gain new perspectives to help integrate values and behaviors.** Joan Bergstrom, writing about building friendships in school-age programs, stated, "As the school-age child interacts with friends and peers, he or she adapts and modifies values learned in the family. Interactions with other children provide the social context in which the child sorts out what the world is like and how he or she fits into it." (1994)
- **Learn to increase self-observation skills.** They improve relationships by learning to observe reactions among their friends to their comments and actions. As Bergstrom says, "They learn to recognize when they seem long winded or self-righteous… too pompous or wild, too silly, or too shy,… and gradually adjust their ways of talking and acting so that they make and keep friends." (1994)
- **Become sensitive to others.** At the elementary age children develop intense friendships with one or two other children. "As such friendships develop, children naturally think about ways that they can contribute to the happiness of someone else. They begin to seek ways to make the friend feel worthwhile." (Bergstrom 1994)
- **Define themselves through appropriate friendships and groups.** We know that older school-agers seek a sense of belonging and identification with a group. Vulnerable children can seek the wrong groups such as gangs and teens can seek to escape loneliness through drugs or suicide. SAC provides safe environments to develop friendships and to identify with a group. At the Kids Club in Edina, MN, the older kids have a Juggling Club which has traveled nationally and has its own shirts, etc. to help develop their identities with something positive.

Fostering Friendships

Joan Bergstrom suggests the following ways for adults to support children's friendships by creating an atmosphere where adults work along with school-agers to:

☛ Set up an environment where lots of materials are available to play and experiment with. Go beyond the traditional interest areas. Prepare new and exciting areas where children can invent new board games, create sculpture from recycled materials, use treasures from nature to make a woven wall hanging, or practice magic tricks.

☛ Allow a group of children to explore interests and create together. If the group is interested in telling jokes, set up a "good humor" club, where children can explore puns, jokes, riddles, and produce a stand-up comedy show. Invite a gag writer to be a resource.

☛ Consider…a special place [such as loft or divided area for small groups of school-agers] to play. In this special place, they are empowered to self-initiate activities and can make up their own rules and strategies. They can be responsible for their own space and work together. Such a space can be a microcosm in which small groups can socialize.

(For resources on school-age friendships including Joan Bergstrom's article see back page.)

References:

Bergstrom, J.M. "Building Friendships in School-Age Programs." **Child Care Information Exchange**, January 1994.

Hartup, W.W. Having friends, making friends, and keeping friends: Relationships as educational contexts. In: *Early Report*. Minneapolis, MN: Center for Early Education and Development, University of Minnesota, 1991.

McClellan, D. & L.G. Katz. "Assessing the social development of young children: A checklist of social attributes." **Dimensions of Early Childhood**, Fall 1992.

Hanukkah Correction

Our thanks to Adam Sant of the South Puget Sound (WA) YMCA Child Care for alerting us to our error in the December 1998 issue (on page 4) in referring to Hanukkah as being an "historic event over two centuries old" - no, it did not happen after the Declaration of Independence. "Over two millennia old" rather than two centuries would have been more accurate although hard on the ears - over two thousand years ago would have been best.

According to the Almanac, "This festival was instituted by Judas Maccabaeus in 165 B.C. to celebrate the purification of the Temple of Jerusalem, which had been desecrated three years earlier by Antiochus Epiphanes, who set up a pagan altar and offered sacrifices to Zeus Olympius."

In the Pink

To celebrate Valentine's Day on February 14, try an experiment using pink-colored water. Give the children red food coloring, water and clear glasses or beakers. Challenge them to create as many shades of red and pink as possible. Make this a non-competitive event by arranging the shades from lightest to darkest and counting the number the entire group has concocted.

Valentine Sticker Exchange

Instead of exchanging Valentine's Day cards, try starting a new tradition. At the beginning of the week before Valentine's Day, each child makes a sticker book (fold four sheets of paper in half and staple together). Children bring in stickers throughout the week, at least one for each of the other children. Children can collect the stickers in envelopes. At the end of the week children place the stickers given to them into the sticker album.

The children can also write descriptions about the stickers in the album as they paste them in.

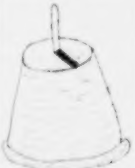
Olympics

The first Winter Olympic games were held in Chamonix France beginning on February 4, 1924. Hold your own games, either indoors or outdoors. Let the children create contest categories and award medals for persistence, determination, creativity and the ability to have a good time!

Obstacle Course

One possible Olympic games category may be running through an obstacle course. Create a course from what is already in the room. Children can crawl under tables; scramble through a tunnel made from a blanket draped over chairs; run through mazes of yarn, hop into hula-hoops; step over piles of blocks, etc.

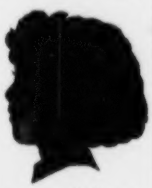
Sundial



While learning about shadows (see p. 5) try out this fun method of telling time: Turn a clay flower pot upside down in a sunny spot outside. Push a stick through the hole in the bottom of the pot until it goes into the ground. At each hour, check the shadow cast by the stick. Mark the shadow with a permanent marker or crayon on the bottom of the pot.

Ancient people used sundials like this to measure the rotating of the Earth in order to tell time.

Silhouettes



Place a slide projector on a table several feet away from a blank wall. Have a child sit by the wall so the profile can be seen in the light from the projector. Tape black paper onto the wall and trace around the profile with a white crayon or chalk. When complete, cut out the traced shape along the white lines.

Make A Camera

Paint the inside of a shoebox and its lid with black tempera paint. Make a pin hole at one end of the box and cover the hole with masking tape. In a completely dark room, tape a piece of photographic film (which has not been exposed to light) on the inside of the box, directly opposite the pinhole. The dull side of the film will be facing the hole. (**Hint:** Most photography supply stores sell photographic film in packets of square sheets. This is different from the film purchased for a camera.)

In the dark put the lid on the box and tape around it so that no light can get into the box (this is very important).

Go back into a well-lit room and place the camera on a table with the pinhole facing a window. Place any object in front of the camera.

Carefully remove the masking tape on the pinhole (try not to move the box!) and let the camera sit for 15 minutes.

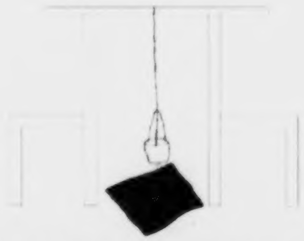
Restick the tape carefully after 15 minutes. Go back to the dark room and remove the film. Put it into an envelope. Take the film to a photo-processing lab and see what develops!

Salt Pendulum

With a sharp pencil, poke a small hole in the middle of the bottom of a paper cup. Make three holes in the rim of the cup. Cut three pieces of string and thread them through the three holes, trying them into a knot in the center.

Set up two matching chairs back to back. Lay a broomstick across the backs of the chairs. Cut a string long enough to reach from the broomstick to the floor and tie one end of it to the stick. Tie the other end to the knotted string holding the cup.

Cover the floor with newspaper and lay black paper on top of the newspaper beneath the cup. Fill the cup with salt. Swing the pendulum and watch the design that the salt creates as it flows from the cup onto the black paper.



Hanukkah Correction...

See page 3

Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Jenni Dykstra* of Glendale, Wis.

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

FEBRUARY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
FEBRUARY BIRTHDAYS	February 15, 1820– Susan B. Anthony's birthday. She fought for women's right to vote. Vote to choose today's activities. Discuss the importance of voting rights for all.	February 23, 17 — John Hancock's birthday. He signed the Declaration of Independence. Choose a cause about the children feel strongly. Write and sign a petition about the cause.	February 17, 1963 – Michael Jordan's birthday. He plays for the championship basketball team, the Chicago Bulls. Have a basketball tournament in his honor.	February 25, 1841 – Pierre-Auguste Renoir's birthday. He was a French impressionist painter. Visit an art museum, or look at a book of his paintings.	February 19, 1473– Nicolaus Copernicus' birthday. Considered the founder of modern astronomy, he had theories that were radical for his time. Find out why.
SHADOWS	Shadow Guessing Game: Hold objects behind a white screen or sheet. Shine a flashlight or slide projector on the sheet and take turns guessing what the objects are.	February 2 is *Groundhog Day*. Read the book *Punxsutawney Phil, the Fearless Forecaster* by Julia Spencer Motran.	Do silhouette drawings of each child. See page 4.	Shadow Puppets: cut shapes out of black paper and glue onto craft sticks. Hold the shapes in front of a light shining on a wall. Dramatize favorite stories.	Play *Shadow Tag*. The player who is "It" attempts to step on other players' shadows.
ICE	Ice Cube Painting: Mix a little paint with water in ice cube trays. When frozen, the colorful ice cubes can be used to paint with.	Frozen Paper: Wet a piece of paper and put it into the freezer. Once it is frozen, remove the paper from the freezer and paint on it immediately.	Freeze a metal pie tin or plate in the freezer or outdoors. After a few hours take it out and examine the frost crystals under a magnifying glass.	Pour colored water into sand castle molds and freeze. When frozen, use the shapes to build an ice sculpture. (A little water will hold the ice shapes together.)	Freeze water in a mixing bowl. When frozen, squirt the ice with a mixture of 1/4 cup colored warm water and 3/4 cup salt.
MIRROR, MIRROR	Have children look into mirrors and paint their self-portraits. Be sure to provide a variety of shades of paints to match many different skin colors.	Use washable tempera paints to paint a face onto a hand mirror. Add details such as a hat, jewelry, etc. Look into the mirror and enjoy your silly face.	Infinity Reflections: Place two mirrors so that they are perpendicular to each other. Place a variety of objects bewteen the mirrors to see infinite designs.	Cut shapes out of aluminum foil and glue (shiny side up) onto black paper. Put the paper under a bright light to see the reflection shine onto other surfaces.	Put an unbreakable mirror into a tub of water. Experiment with the effect created when you add different items to the water. Try food color, plastic fish, gravel, etc.
GRAVITY	Spread a thin layer of modeling clay on a tray. Drop various objects onto the tray to see what kind of designs can be made.	Drop a rock and a feather from equal heights at the same time. Before they drop, predict what will happen.	Drip Painting: Poke a tiny hole into a paper cup. Fill the cup with paint and hold it above a paper. Move the cup around to make drip designs.	Egg Drop: Teams design a contraption that should protect a hard boiled egg when it is dropped. Take turns putting an egg inside each and see who is successful.	Salt Pendulum. (See page 4.)
DOLLARS & CENTS	Challenge everyone to spend an imaginary million dollars. Give out calculators and merchandise catalogs to teams, and see what they come up with.	As a group, look at magazine ads. Talk about why advertisements are so attractive for children. Have kids think about what is real and what is illusion.	Take a trip to a local mall or store. Give each child $1 and see what they can buy for their buck.	Start a "kid city." Let children set up businesses for others to shop at. Use pretend money and have a banker who keeps track of everyone's finances.	Sell something. Set up a lemonade stand, bake sale, or arts and crafts fair. Use the money to buy something for the program or donate it to a charity.

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Washington Notes

by Charles Pekow

Charles Pekow is editor of "Day Care U.S.A." This reports was written exclusively for SAN readers.

$ Deadline from the 21st Century

Your chance has come to apply for the expanded federal after school aid, or at least half of it. The Dept. of Education (DoE) is taking applications until March 1 for $100 million of the expanded 21st Century Community Learning Centers program. ($40 million goes to continuation funding for last year's grantees and DoE awarded $60 million already to applicants it had to turn down because of insufficient funds.)

Only rural or inner-city public schools, consortia of them and local education agencies can apply. DoE plans to award abou $35,000 per site to successful applicants. Grants can last three years.

Programs must provide learning opportunities that reduce drug use and violence. Applicants will improve their chances by designing programs to help students meet or exceed state and local academic standards in reading, math and science. Applicants located in empowerment zones or enterprise communities will also get preference. Applicants should plan academic enrichment, tutoring, and homework assistance and can add recreation, music, art, and technology-related programming.

● For information about applying contact Adria White, DoE, Office of Educational Research & Improvement, 555 New Jersey Ave. NW, Washington DC, 20208-5644, Attn: 21st Century Center Learning Centers; Ph: 800-USA-LEARN; email: 21stCCLC@ed.gov; FAX: 202-219-2198.

The following is a continuation of reports from Washington that appeared in the December 1998 issue.)

Community Services Block Grant

For the first time, states can use a multi-purpose anti-poverty funding stream for school-age care. New legislation adds school-age care to the list of services state can use the $500 million Community Services Block Grant for. States give much of the money to local community action agencies that run programs such as job training and other welfare-to-work and social services.

For the first time, states can use a multi-purpose anti-poverty funding stream for school-age care.

Many also provide child care and Head Start, so the agencies are familiar with the needs of children whose parents can't stay home during the day.

Reading Excellence Act

The budget bill also provides $260 million for a new Reading Excellence Act for family literacy programs. States will get formula grants to distribute to local school districts for Local Reading Improvement Subgrants for activities such as providing tutors "appropriately trained using scientically-based reading research, and other support in before-and-after-school programs to work with students through third grade who are struggling with reading.

CAMPUS Program

Congress this fall enacted a new $45 million program to provide child care assitance to parents seeking higher education. The Child Care Means Parents in School (CAMPUS) specifically includes providing school-age care for low income parents attending college or graduate school. But Congress only provided $5 million in funding.

The DoE could provide grants to institutes of higher education to subsidize tuition or start on-campus facilities (but not to build centers). Applicants using sliding scales and providing matching funds get priority. DoE will announce an awards competition sometime this year.

Crime Prevention Activities

In FY99, Congress kept funding pretty much as in previous years. Most funding comes from the Dept. of Justice's (DoJ) Office of Juvenile Justice & Delinquency Prevention. Figures:

- *Local Law Enforcement Block Grant*: $50 million has been earmarked for Boys & Girls Clubs.
- *Law Enforcement Block Grant*: $1.5 million. The DoJ will announce a competition for grants to provide relief for police offices under stress, such as paying for school-age care.
- *Part D Youth Gangs*: $12 million for governments and non-profits for grants to keep youth out of trouble.
- *Part E Discretionary Grants for State Challenge Activities*: $10 million in bonus money to states that undertake a list of activities to improve their delinquency prevention programs.
- *Part G Juvenile Mentoring Program*: $12 million to hire long-term mentors to reduce rates of delinquency and improve school performance among at-risk children in high crime zones.
- *Title V Incentive Grants for Local Delinquency Prevention Programs*: $95 million. States get the money by formula to give to local governments and community groups to serve at-risk youth.

AmeriCorps Gets Small Increase

Look for another year of federally-funded AmeriCorps volunteers working for school-age programs. Congress voted to keep the Corp. for National & Community Service (CNCS) running.

In FY99, CNCS will get $237 for AmeriCorps grants. CNCS can give $40 million directly, with state commissions doling out the rest. School- and community-based service learning projects get $43 million, and $28.5 million is for quality and innovation activities.

CNCS' National Civilian Community Corps (NCCC) gets $18 million. On a continuing basis, CNCS considers applications for projects for teams of 18-24 year-olds to meet education and other "unmet human needs." Projects usually last 6 to 8 weeks, usually involving about 12 young adults in projects such as refurbishing facilities for school-age programs.

Non-profits, governments, schools, community groups and Native American tribal councils can apply. Grantees get free labor but no cash. Grantees don't have to put up a cash match but must provide necessary materials and technical supervision. They must assist with room and board if not within commuting distance of a NCCC campus.

Contact your regional NCCC office.

(Continued on page 7)

ADHD...

(Continued from front page)

the leaders called his name only to give him negative feedback. The other boys ignored him. I never saw him in a physical altercation, but I could easily see how his personality, his physical awkwardness and size, as well as a chip-on-the-shoulder attitude he projected would lead him to shove or knock into someone (or worse) without much caring about the consequences.

When David was with his other troop, he was considerably more engaging and likable–although still definitely a handful. A bearded Vietnam veteran named J.R. led a much smaller troop (only 6-8 boys), and clearly knew how to humor David. If David said something gross at the first troop and a leader heard it, he was reprimanded. J.R.'s response was to come back with something equally gross–and then get David back on task. He saw beyond David's challenging behaviors. "He has a vivid imagination; he's in his own world sometimes." (His mom had told me that in spite of his ADHD, he could concentrate on Nintendo for hours.)

J.R. described a problem he had had and how he resolved it. David had been boasting and threatening other troop members with kicks and thrusts, based on some martial arts lessons he had taken. J.R. challenged him to a fight. David then tried to get out of it, according to J.R., saying that "We don't do that in the Boy Scouts." "He was right. Technically we don't do martial arts in Boy Scouts. But I got permission from his mom," he told me, breaking into a smile, "to fight him." The duel was never consummated. But–attention-deficit or no attention-deficit–J.R. had gotten the boy's attention. He had done it in a way that asserted his own authority and still produced a good relationship with David. David clearly thought very highly of him, and was much more eager to go to Boy Scout activities after he switched back to J.R.'s troop.

What insights can we draw from this brief piece of research? David brought the same baggage (his personality, his ADHD) with him into both environments. However, his more serious problem behaviors were produced in interaction with one environment and not the other.

J.R. knew that underneath all that beef and bluster was just a 12-year-old who wanted to be part of a peer group.

Not all of the key environmental elements were under the control of the leaders: the smaller number of boys and the more confined space of the second troop definitely made it easier to keep David focused and positively engaged. But other elements were under their control. In starting off each meeting with basketball, where David felt like an incompetent, oversized loser, the leaders of the first troop were perpetuating his inability to succeed with his peer group. In taking his goofy comments and behaviors seriously, they put him farther on the defensive and increased his sense of social isolation. Their reprimands only made the chip on his shoulder get larger and increased the likelihood of his acting out in an anti-social manner. J.R. knew that underneath all that beef and bluster was just a 12-year-old who wanted to have fun, and who wanted to be part of a peer group–even if he had never been very good at it. His decisions led David in a very different direction.

It's something for us all to think about. ❧

Dale Fink, a former SAC director, is a writer and researcher. He is available for consultations, workshops and writing projects related to quality in school-age care and the inclusion of youth with disabilities. He can be contacted at P.O. Box 363, Williamstown, MA 01267, fax or telephone 413-458-5334, email <finkdale@sover.net>. His book, Discipline in School-Age Care: Control the Climate, Not the Children, *is available from School-Age NOTES. His next book,* Finding a Place for Kids with Disabilities: Inclusion in Recreations Settings, *is due from Praeger Press later this year.*

Washington Notes...

(Continued from page 6)

For addresses and more info, see the website at www.nationalservice.org.

Finally, the Dept. of Housing & Urban Development gets $55 million for supportive services for CDBG. The money replaces the defunct child care in public housing program. States can use the money to pay for school-age care needed to move public housing residents from welfare to work.

School Security Grants Available

Another new form of federal aid is available to school-age programs in school buildings. The Dept. of Justice (DoJ) will award up to $60 million for the Community Oriented Policing Services in Schools program. Police departments can use the funds to pay salaries of officers working with schools to improve security or help keep children out of trouble.

If you're interested, ask your school to work with a local law enforcement agency. For info, call 800-421-6770 or see www.usdoj.gov/cops. DoJ will consider several rounds of applications with deadlines of Feb. 5, April 2, June 4, and July 16. ❧

SAC CONFERENCES

MISSOURI Feb. 19-21, 1999
MOSAC Annual Conference, St. Louis
Contact: Ilene Shore, 314-961-1233

KENTUCKY Feb. 26-27, 1999 **New Listing**
KY Coalition for SAC Conference, Louisville
Contact: 606-744-7405

TENNESSEE Mar. 5-6, 1999 **New Listing**
10th Annual TennSACA Conference, Nashville
Contact: Sandi Yarnell, 615-298-5145

INDIANA March 13, 1999 **New Listing**
11th Annual IASACC Conference, Indianapolis
Contact: Linda Arejuela, 317-283-3817

WISCONSIN Mar. 19-20, 1999 **New Listing**
WISACA State Conference, Madison
Contact: Dawn Alioto, 608-835-9808

NSACA April 15-17, 1999
11th Annual National School-Age Care Alliance Conference, San Antonio, **Contact:** 617-298-5012

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PERIODICALS

January 1999

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RESOURCES

Developing Friendships

School-Age NOTES has compiled a limited supply of a resource of articles from Child Care Information Exchange's *Beginnings Workshop* (in each CCIE issue) related to school-agers' and opportunities to develop and build friendships. We have taken 3 sets of the Beginnings Workshops, a total of 14 articles, and packaged them as a set for $14.95 ($12.95 for subscribers) plus $2.50 S&H. Call 800-410-8780 to order with a credit card or send a check to School-Age NOTES, PO Box 40205, Nashville TN 37204 (No purchase orders accepted for this limited item.) **Quantity is limited.** The set of three publications and the articles they include are listed below:

—Building Peer Relationships in School-Age Care includes:

"Building Lifelong Relationships – School-Age Programs at Work" by Cindy Teachey

"Building Friendships in School-Age Programs" by Joan Bergstrom

"On the Rocky Road to Friendships: Emerging Peer Relationships" by Kay Albrecht

"Helping Teachers Understand Their Role in Supporting Peer Relationships" by Margie Carter

—Building a Classroom Culture includes:

"Of Culture and a Sense of Place" by Jim Greenman

"Getting to Know Us: Building Classroom Culture through Our Diversity and History" by Diane Levin

"Building a Sense of Community: A Broader View" by Paula Jorde Bloom

"What is My Culture?" by Susan Lyon

"Building a Community Culture Among Teachers" by Margie Carter

—Block Play includes:

"Block Building: Opportunities for Learning" by Harriet Cuffaro

"Block Play: Experiences in Cooperative Learning and Living" by Sally Cartwright

"Block Play is for ALL Children" by Kay Stritzel

"Enriching the Possibilities of Block Play" by Stuart Reifel

"On the Floor with Kids! Teachers as Block Play Partners" by Karen Stephens

TA Director Wanted

The Center for Career Development in Early Care and Education at Wheelock College in Boston MA has created a new senior position and seeks to fill it.

POSITION: Director, Technical Assistance

This national policy center in the early childhood/school-age field seeks a dynamic and experienced leader to direct consulting and technical assistance initiatives related to career development and training.

Send cover letter and resume by January 15, 1999 to Paulette Johnson, The Center for Career Development in Early Care and Education, Wheelock College, 200 The Riverway, Boston MA 02215.

Volume ~~XVIII~~ XIX #6 The Newsletter for School-Age Care Professionals February 1999

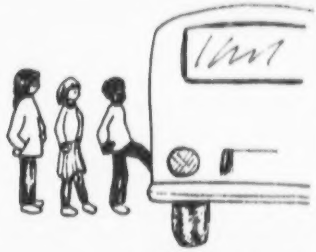
School-Age NOTES

ISSN0278-3126 © 1999 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

New Vans Banned for To-and-From School Use

by Charles Pekow

A deep new pothole now lies in the road between school and off-site after school care. The federal agency responsible for automotive safety says that school-age programs providing transit to and from school can't buy or lease new mid-size vans. Instead, they'll have to use more expensive school buses. The National Highway Transit Safety Administration (NHTSA) reversed a previous interpretation allowing after school programs to use less expensive 11-17 seat vans.



School-age programs providing transit to and from school can't buy or lease new mid-size vans.

Since passage of the School Bus Amendments of 1974–long before the rise of school-age care–NHTSA has required schools to use buses, which can cost $5,000 to $10,000 more per vehicle. The added cost could cause some centers to stop providing transportation or keep older and less safe vehicles on the road, child care advocates fear. A coalition led by the National Child Care Assn. (NCCA), including the National School-Age Care Alliance, YMCA of the USA, Boys & Girls Clubs, etc., has petitioned NHTSA to reconsider.

The rule only prohibits sale and lease of new vehicles, since NHTSA's jurisdiction stops with dealers. Centers are free to continue using vehicles already on the road or to buy used vehicles. After school programs can also legally obtain new vans that they plan to use for other purposes, including transporting children, as long as it's not "significantly" to and from school. NHTSA considers child care centers "custodial" and doesn't recognize them as "schools." NHTSA can't regulate what schools or centers do, though state and local governments often enforce stricter regulations.

But NHTSA re-interpreted the 1974 law to say it can prevent dealers from providing buses for school transport–what matters is how the vehicle gets used, not who uses it. "Studies have shown that school buses are the safest form of transportation for school children. There are no ifs, ands, or buts about it," explains Dorothy Nakama, attorney-advisor for NHTSA's chief council. NHTSA is continuing to study school bus safety with $900,000 Congress appropriated this year for the task.

School buses must include lights and stop signs to warn other drivers that children may embark or disembark where the bus stops on a road–features that don't increase safety for centers that are picking up and delivering children from a school's parking lot to a center's. But these buses are more structurally sound and can increase survivability of certain types of accidents.

"The impact of the recent interpretation is it sent the day care community

(Continued on page 6)

EXTRA!

Clinton Calls for $600 Million for 21st Century Learning Center Programs

As we go to press it has been announced that the President who pushed for $200 million each year for five years for after school enrichment programs and got only $40 million last year but $200 million this year is now proposing $600 million in his fiscal 2000 budget. Stay tuned.

Editorial

What Happened to Black History Month?

by Rich Scofield, Editor

Reading the February Activities and February Curriculum Corner pages which appeared in the January issue of School-Age NOTES one might question what happened to Black History Month. There was no mention of it and no historical fact or historical birthday of an African-American. As editor I should have noticed. It was only as we began to prepare this February issue that I looked back to see what we said for February activities in the January issue and found nothing.

Over the years we have reiterated our position that program planning should integrate specific issues and themes into the curriculum throughout the year and not just on specific holidays and celebrations. We must focus on peace, social justice, gratefulness, African-American contributions to society, Latino culture and history and those of other cultures not just during Thanksgiving and the December holidays, Black History Month, Chinese New Year, or Cinco de Mayo but throughout the year. This is better than

(Continued on page 6)

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Being Creative With Your Arts & Crafts Program

by Anna Reyner, MA, MFCC

How do you develop a good arts and crafts program? How can you improve an already creative program? Here are some ideas:

1) Offer lots of variety – Different materials teach different skills. Offer a wide range of materials including paints, clays, collage, crafts, woodwork, and any and all art materials you can find or purchase. Change the types of materials often. Offer both art projects and craft projects. Separate *Arts* from *Crafts* and know the difference.

2) Develop an enrichment vocabulary and use it – When parents comment on the arts & crafts their children make with you, speak to the parents about what their child *learned* while making the craft. Use words that show you know about the educational value of arts & crafts - and help parents learn these concepts too.

3) Fix up your art area – Make the area look creative and inspiring.

4) Call your art area something jazzy – Something with *pizazz*, something with *spirit*. "Arts & Crafts" sound static and old fashioned. Create a new image for your facility's art center by inventing a new name for your art area. Put up a big sign with lots of wild colors and creativity to it and promote your new "image" by having fun with it. Here are some starter ideas for names:

"Make It Fun–Activity Center"
"Arts, Crafts & Imagination Exploration"
"Creative Arts Center"
"Center for the Arts & Exploration"
"The Creativity Zone"
"Imagination Exploration"
"Creativity Center"

5) Train your staff on the value of arts & crafts –and give them HANDOUTS. Make creativity handouts required reading. Encourage staff to select a creative art activity which they either invent or select from a resource book - and present that craft to others at a staff meeting. Discuss arts & crafts when you interview recreation leaders or child care staff.

6) Display kids' art – on the walls, in display cases, anywhere you can.

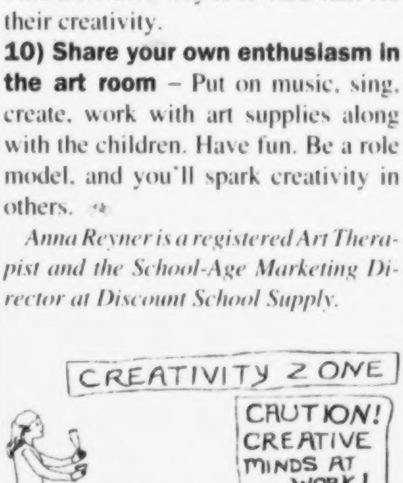
7) Dedicate a bulletin board to "creativity" – Collect magazine articles on creative arts & crafts ideas - and the value of creativity - and post them near your art area for kids, parents and staff to see. Encourage everyone to add new articles to this board.

8) Do a regular inventory of your arts & crafts supplies – Have this on someone's job description. Restock arts & crafts supplies monthly or quarterly. Plan ahead. Order lots of variety in your supplies.

9) Let staff know that arts & crafts are a vital part of their job – Encourage staff to put active energy into craft sessions and take an active approach to working with kids. Let them know it's an important part of their job - to inspire creativity in the art room. Stay organized. Plan art projects ahead of time. Keep a file on ideas that worked well. Find a creative way to reward staff for their creativity.

10) Share your own enthusiasm in the art room – Put on music, sing, create, work with art supplies along with the children. Have fun. Be a role model, and you'll spark creativity in others.

Anna Reyner is a registered Art Therapist and the School-Age Marketing Director at Discount School Supply.


CREATIVITY ZONE
CAUTION! CREATIVE MINDS AT WORK!

Mailing Tips

by Joyce Maneck

***Editor's Note:** SAN's Associate Editor has been "moonlighting" during the Christmas holidays as a Data Conversion Operator for the U.S. Postal Service (USPS) processing mail that can't be read by the optical character readers (OCR). Her experience has prompted some tips for our readers that should help get your mail to its final destination.*

First class mail rates have risen again to 33¢ and the USPS continues on its quest to have virtually every piece of mail sorted and delivered through automated means. In our December, 1997 issue we offered some of the regulations from the USPS concerning how to address envelopes so that they can be processed more quickly. And while we don't mean to belabor the point, my experiences working as a Data Conversion Operator (DCO) at a Remote Encoding Center (REC) for the USPS gives rise to even more ideas on what you can do to get your mail to its destination.

First, a quick explanation of what a DCO does and some surprising information about how the mail gets sorted. After the mail has been gathered at various post offices and sent to the regional mail facilities or plants, the mail is put through an automated sorter.

(Continued on page 7)

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Conflict Resolution Celebrating Our Differences

Teaching Children About Differences

We live in a complex, highly diversified world, but most of the time we seek out people similar to ourselves. We seek out similarity for a sense of security, reassurance, reinforcement for our own self-worth. However, we are not all alike. We are not only different in skin color and ethnic origins but in body shape, eye color, religious beliefs, values, talents, ideas and ways of acting. Therefore, we (and our children) need to not only tolerate but also respect and celebrate our differences. We need to work toward ridding ourselves of stereotypes and prejudicial feelings and ideas.

Do not say "I am color-blind and all the children look alike to me." Say instead, "Each child is unique in his/her own special ways."

Do not say "I am color-blind and all the children look alike to me." Say instead, "Each child is unique in his/her own special ways." We need to celebrate our difference.

February is *International Friendship Month* and also *Black History Month*. This is an excellent time to concentrate on celebrating differences and dispelling stereotypes.

How can this be a part of our daily programs?

Recognize and reinforce Sharon's experience in playing baseball. Encourage and applaud Paul's skills in caring for plants (or baking cookies).

Point out how having differences helps us–Jason's interests in weather forecasting helped us learn about tornadoes so we could practice a tornado drill.

Discuss how differences make life more interesting. If everyone liked only the color red, how boring painting, coloring, beadwork, pottery-making or sewing would be. How would we play board games or play cards if everything was red? How would we know who was who?

Provide opportunities for development of problem-solving skills. (Studies have indicated a positive correlation between tolerance and problem-solving skills.) This can be in the forms of 1) choosing among several activities; 2) deciding on where to go for a field trip, how to get there and how to pay for it; 3) figuring out what to do if someone hurts your feelings.

Promote healthy self-concepts. Children who feel good about themselves have less need to put others down in an effort to raise their own self-worth. Remind children that putting others down does not raise their self-worth, but instead sends a message that the put-downers do not feel good about themselves.

Diffuse stereotypes. When children say all cops are mean, point out a police officer you know who is not mean. Also discuss stereotypes some people have of children, i.e. all children are noisy, clumsy, lazy, bothersome.

(Reprinted from the January 1992 issue of SAN.)

To challenge children's stereotypes of different groups of people, try the following activity:

Materials Needed: accurate, realistic pictures/drawings/photos of a specific group (Native Americans/women) in various activities and work; crayons, magic markers and paper.

What to Do:

–Have children imagine a person of chosen group and then draw pictures of that person working or at home.

–Have children display their drawings while you display your collected pictures, photos.

–Discuss what stereotype is.

–Where do we get our ideas of people?

–Are all Native Americans or all women alike?

–What happens when we have stereotypes of people?

To help children appreciate differences, try this:

What to Do:

–Have children stand in a group with one child facing everyone as a leader.

–Each person copies everything the leader does for at least 5 minutes.

–This will be fun at first but children will gradually tire of it.

–Stop the activity when children are obviously bored and restless.

Discuss:

–What did it feel like to be a copycat? at first? later? What made it boring (or whatever feeling the children express)?

–How did the leader feel?

–What would life be like if we all did the same thing all the time?

SAN, Jan. 1992

Celebrate Women

March 8 is International Women's Day. In China, women have a day off to celebrate Women's Day. Men do the chores for the day and families have parties. In Italy, men give women a twig of mimosa as a thank-you gift. In Russia, women can go home early from work and often get presents or flowers. Plan a snack-time party and make a toast to women.

The Windy Month

Air Power

Thread a long piece of string through a straw. Tie the string to the backs of chairs on opposite ends of the room. Inflate a balloon and hold the end closed with a spring clothespin. Tape the balloon onto the straw. Launch the balloon by releasing the clothespin. Set up two or three string lines and race. Do bigger balloons travel farther?

Air Weight

Inflate two equal-sized balloons and attach them with string to opposite ends of a stick. Balance the stick by tying a string in the middle and hanging it up. Pop one balloon and observe what happens to the balance. Is the stick still balanced? What does this prove about air?

Catch the Wind

Make a wind sock by cutting off the bottom of a paper lunch bag. Decorate the bag with glitter paint, neon construction paper, stickers, etc. Attach crepe paper streamers to one end of the bag. Use string to hang up the bag – outside of course!

Snow Eater

Warm moist wind, which blows from the Pacific Ocean in early spring, is called the Chinook wind because it comes from the direction where the Chinook Indian settlements once were. The wind is also called the snow eater because it melts the snow. Make some slushy "snow" with juice and ice cubes whirled in a blender, and eat it.

20 Kids, 20 Kites, 20 Minutes

What you need:

- ◆ 20 sheets of brightly colored 8 1/2" X 11" typing paper
- ◆ 20 8" bamboo shishkabob skewers
- ◆ 1 roll florescent surveyor's flagging plastic tape (hardware store). OR plastic bags cut in a 1" wide spirals all around (for tails).
- ◆ 1 role of 1/2" wide masking tape or any type of plastic tape
- ◆ 1 roll of string (At least 200'; 6' to 10' for each child.)
- ◆ 20 pieces of 1" x 3" cardboard on which to wind the string
- ◆ Hole punch (optional)

What you do:

1. Fold a sheet of paper in half to 8 1/2" by 5 1/2". Crease is on the left.
2. Fold one thickness along the diagonal line A to the left, as in Fig. 2.
3. Place tape firmly along fold line AB. no sitck is needed here because the fold (on the back) stiffens the paper and acts like a spine.
4. Crease the right hand side of the paper back along line A–B, to produce the shape in Fig. 3.
5. Place stick from point C to D and tape it down firmly, Fig. 3.
6. Cut off 6 to 10 feet of plastic ribbon and tape it to the bottom of the kite at B.
7. Flip kite over onto its back and stand the flap straight out. (Otherwise it acts like a rudder and the kite spins around in circles.)
8. Punch a hole in the flap on the back, about 1/3 down from the top point A.
9. Tie one end of the string to the hole and wind the other end onto the cardboard string winder.

(Adapted from Uncle Jonathan at The Big Wind Kite Factory, Moloka'i, Hawai'i)

Fig 1

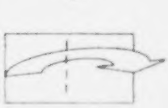


Fig 2

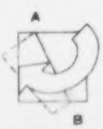
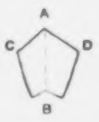


Fig 3



Flying High

The albatross is the largest sea bird with an 8 to 10 foot wingspan. Millions of albatross return yearly to Midway Island in the Pacific to raise their young. They fly thousands of miles over the ocean to find food for them.

Have 2 or 3 children line up side by side and stretch out their outside arms to achieve a 10 foot wingspan. Have a wingéd race–a variation on a three-legged race. Children wrap their inside arms around their partners' waist.

Daring Designers

Give newspapers and masking tape to each small group of children. Ask each group to use those materials to make an outfit for one member of the group. Ideas might include themed costumes, such as space or cartoon characters, Wizard of Oz characters or hula dancers with "grass"skirts and leis.

Salt Painting

Dissolve 1/4 cup of salt in 1/4 cup of warm water. Add several drops of food color to the mixture. Make several different colored solutions. Give each child a paintbrush and paper to paint anything they choose. Lay the paintings out flat to dry overnight. Have the artists examine their paintings the next day and see what happened. (The water will evaporate and the colored salt will remain on the paper.)

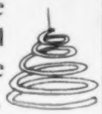
Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Mary Swain Landreth* of Orlando FL.

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

MARCH CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
AIR	March is know for being a windy month. Have running races and feel the wind in your hair.	Form two teams and see who can think of the most words that rhyme with "air."	Think of all the kinds of air travel there are. Draw the kind you like best. Invent it if it does not yet exist.	Challenge a partner to see who can blow a crumpled up paper ball across the table first. Try blowing with your mouth and then using a straw. Which is faster?	Hang a long, spiral piece of paper above a radiator or light bulb. As the warm air rises, the spiral will twirl in the moving air. 
HEROES	March 8 celebrates *International Women's Day*. Tell a story about a woman who is important in your life.	March 9 honors *Harriet Tubman*. During the 1800s, she helped many slaves escape to freedom on the Underground Railroad. Trace its route on a map.	A hero is someone who shows model behavior or is a good example. Be a hero today.	March 11 is *Johnny Appleseed Day*. Decorate a branch with paper apple blossoms and eat an apple to get in the mood.	On March 12, 1911 the first Girl Scout troop was organized by *Juliette Gordon Low*. Invite any Girl Scouts in your group to tell about the badges they have earned.
DR. SEUSS	Dr. Seuss was born on March 2. Read *Happy Birthday to You* by Dr. Seuss to celebrate his birthday. Make him a card with funny characters you made up.	Make *Oobleck*. Mix 1/4 cup of cornstarch with 3 tablespoons of water. Add 3 or 4 drops of green food color. It's firm to the touch but gooey when squeezed.	Dr. Seuss uses his own made up words. make up your own words that sound like what they are. "Oobleck", for example, sounds all gooey.	*If I Ran the Zoo* is about a boy imagining what he would do if he were in charge of the zoo. What would you do if you were in charge at your school?	Some of Dr. Seuss' books have a moral. What is the lesson in *Bartholomew and the Oobleck* or *The Lorax*? Is a funny book a good way to teach a moral?
SHOW ME THE DOUGH	Almost every country has its own special bread. Most bread has yeast in it, which makes it rise. Try some tortillas or matzoh, two kinds of flat bread.	Find out how wheat is made into bread. Which part of the plant is used? Where does it grow? Do you agree with the story of *The Little Red Hen*?	Mix 1 cup peanut butter, 1 cup honey and 2 cups dry milk powder into a workable, edible dough. It needs no baking. Form it into shapes and eat.	Four thousand year old bread was found in an Egyptian tomb. It was a symbol of abundance. Design a time capsule to inform archeologists about our time.	Write exact directions for making a peanut butter and jelly sandwich. Then have someone follow them exactly. Writing directions is not as easy as you think.
BIRDIE BUSINESS	On March 15 buzzards return to Hinckley, Ohio to raise their young. Buzzards are scavengers. Have a scavenger hunt for things a bird might use to make a nest.	Birds' beaks have adapted depending on what they eat. Can you tell what an eagle, a toucan, or a sparrow might eat by looking at their beaks?	Instinct tells some birds where to return to raise their babies. Act out an instinct a cat or dog might have. (Turn around 3 times before lying down, for example.)	Draw a bird that does not fly; that can hover like a helicopter; that has a crazy name; and a fantasy bird you'd like to meet.	Swallows born in San Juan Capistrano, CA return on March 19 every year. What things do you and your family do every year on about the same date?
MARCH GET IN STEP	Listen to some marching band music and see if you can hold still. If you can't, step lively around the building.	Invite a musician with a band instrument to come demonstrate. Could you play and march at the same time?	Get some kazoos, drums or tissue papers and combs and form your own march band. Stay in line and try a simple formation.	Dress up! Make yarn tassels for your shoes, a crepe paper sash, a newspaper hat and pipe cleaner with crepe paper plume.	Stretch rubber bands across foam meat or vegetable trays. Pluck out a tune with your Rubber Band.

New Vans...

(Continued from front page)

and certain other folks that transport (children) through the roof because many…smaller independent (programs) don't have the resources to go out and purchase buses, you have the whole issue of affordability and access to day care. This is not only an expense to them–it results in significantly higher rates they have to charge," warns Doug Greenhaus, director of environment, health & safety for the National Automobile Dealers Assn. (NADA). Additionally, some programs may continue using old vehicles longer or obtain used ones if they can't get newer and presumably safer vanes, NCCA Executive Director Lynn White fears.

[Centers] can ask local schools to provide door-to-door transportation to the center.

Today's vans include more safety features than they did in 1975, Greehaus notes.

Greenhaus says that the rule may cause a "short-term crunch" as the demand for small school buses may increase, but that manufactures can easily increase supply before long.

What Can You Do?

- Recognize this affects only those programs transporting to and from school.
- Be aware of these polices so you are not "blind-sided" when trying to buy or lease a new van.
- Buy a used van.
- If you buy a new van, prepare to answer some questions. NADA recommends that dealers require customers to sign a statement indicating they don't intend to transport to or from school or school-related activities. NHTSA can fine dealers for selling a new van to an inappropriate buyer.
- In the meantime, centers can continue buying any vehicles with 10 or fewer seats.
- Or they can ask local schools to provide door-to-door transportation to the center. "We have some locations where public schools have been accommodating us and providing transportation. In other locations, public schools won't," says Karen King, president of children's World Learning Centers, a division of Aramark Educational Services.
- Spend more money and buy a mini-school bus.
- Stay tuned for further development on this issue before making any decisions on buying a van.

Charles Pekow is editor of "Day Care U.S.A."

Black History...

(Continued from front page)

isolating and perhaps trivializing them by making them diversity-programming benchmarks on a calendar to be checked off and not discussed until the next time they come around. There even has been debate in the African-American community as to whether celebrating black history during a specific month undermines efforts to study it year round.

Our Curriculum Corner and Activities Page were never meant to be an all-inclusive programming plan. The role of adults in school-age programs is to provide ideas; to be a spark, not the complete flame; to act as a facilitator of children's interests and needs, not as the afternoon entertainer or director of activities. The Curriculum Corner tries to give unusual ideas, a little out of the ordinary, less obvious. We try to avoid building ideas around the commercial-holiday-per-month idea, and to offer something a little removed from holiday and celebration themes covered during the school day and/or heavily emphasized by TV, newspapers, magazines, and youth media.

With this philosophy in mind our activities writers, five program planners from around the country, have scrupulously avoided emphasizing major holidays. However, as we have stated before and became clear to me in looking at the February Activities and Curriculum Corner in last month's issue, culturally-sensitive holidays and celebrations need recognition and discussion both on their dates and as we integrate their specific issues and themes throughout the year.

So that sounds great but have we "walked the talk?" Not as well as we could is the answer. In looking back over the past year for how well we spread black history activities across the months it was sporadic at best but did include a two-page feature article relating Martin Luther King, Jr.'s words and philosophy to SAC. We will continue to work on balancing this issue and to aspire to King's words, "Whatever your life's work is, do it well."

Older Kids Workshops Wanted

Conference Oct. 1-2, 1999 in San Francisco

The California School-Age Consortium has issued a Request for Proposals for the 6th Annual Middle School Conference (in the past known as the "Older Kids Conference") to be held Oct. 1-2, 1999 in San Francisco.

The conference, titled "Tuning In To The Rhythms of Youth" will be at the Radisson Miyako Hotel in the heart of San Francisco's Japanese community. Workshop presenters will be given a two-day conference registration, a $50 honorarium for each workshop and free duplication of handouts (if received by Sept. 15).

For information on submitting workshop proposals, call CSAC at 415-957-9775, fax to 415-957-9776, or write to 111 New Montgomery St., #302A, San Francisco CA 94105. But hurry–**deadline for proposals is Feb. 28.**

Mailing Tips...

(Continued from page 2)

What isn't read by the OCR (primarily hand written addresses) is shunted off on a route where the address will be scanned. The scanned image will be relayed to the REC and will show up on a computer screen where a DCO (that's a person like me) is "prompted" to encode parts of the address. The DCO types into the computer terminal the required information - *if it can be read* - and the mail continues on its way. If the DCO can't read the address, or if the information on the envelope doesn't match the massive database of U.S. addresses stored in the computer, then the mail piece is rejected and is handled manually.

The surprising part? The REC is exactly that - a remote location, meaning that the DCOs are not just processing mail from their local facilities. For example, the Nashville REC where I work processes the mail for Nashville, and also for the Ft. Lauderdale, FL area and the Atlanta, GA area. So I sit in Nashville reading addresses on mail sitting in Ft. Lauderdale, all through the courtesy of technology! All mail even local letters, are collected in the local post offices, trucked off to the regional plant to be processed, then trucked back to the local post office.

Six Tips for Faster Mail

1. Use a complete address. The ideal address is one with a complete zip+4 zip code, city and state written out, a street address with a house number and the appropriate directional (N, S, E, W) when indicated, or a complete P.O. box number. If mailing to a company, the complete company name is sometimes helpful and may be used when the street address is incomplete.

2. Write either the street address or P.O. box but not both. DCOs are instructed to encode only the delivery address written above the city/state.

3. Always include the city and state. Because people believe that the local mail stays local, some will just write "City". The city/state component is the most important part of the address. The DCOs are forbidden to guess or interpret what an address is saying. If "City" is all that is written, the mail piece will be rejected automatically.

4. Don't abbreviate city names or street names. If the city name, for example "Louisville," is abbreviated to L'ville" it won't match what the database has and will be rejected.

5. Write legibly and in dark ink. With handwritten addresses, it's imperative that the address is written out in legible printed or cursive writing. The DCOs have almost as much difficulty reading the addresses on their screen as the OCR would have. During the Christmas season, many Christmas cards were sent with addresses written out in fancy calligraphic style–very hard to read! Plus, many mailers wrote the addresses in gold or silver ink. Bad idea! These addresses don't show up at all on a computer screen! Even the font types on computers that simulate calligraphy are a real strain for the DCOs. If you want your mail processed quickly confine your creative efforts to the message inside the envelope but write out the address in a very simple block style printing with dark ink!

6. If your school-agers are involved in any projects that require addressing and sending mail, please see that they learn these tips and that they practice writing legibly. The post office sees some amazing things that have been written by children whose parents or teachers are not overseeing their efforts to make the mail piece readable.

I've learned from my experience as a DCO that the USPS will get virtually any piece of mail delivered. So you don't have to follow any of these tips, and likely your mail will reach its destination - eventually. But if getting your mail somewhere quickly is important to you - then simply heeding the above tips will make your life (and the DCOs) much easier!

UPS & USPS Increase Rates – Not SAN

In what seems to have become an annual affair, both United Parcel Service and the U.S. Postal Service have increased their rates. As you know by now the price of a first class stamp increased by 1¢ to 33¢ in January, and now UPS has increased domestic rates by 2.5% effective February 8.

School-Age NOTES, however, does not plan on passing the increased costs of shipping books to our customers. The shipping and handling charges for orders from our catalog will remain unchanged, as they have since 1992, for at least another year.

SAC CONFERENCES

MISSOURI Feb. 19-21, 1999
MOSAC Annual Conference, St. Louis
Contact: Ilene Shore, 314-961-1233

KENTUCKY Feb. 25-27, 1999
KY Coalition for SAC Conference, Louisville
Contact: 606-744-7405

TENNESSEE Mar. 5-6, 1999
10th Annual TennSACA Conference, Nashville
Contact: Sandy Yarnell, 615-298-5145

WASHINGTON Mar. 12-13, 1999 **New**
10th Annual SAC Conference, Yakima
Contact: Melissa Donnelly, 206-461-3602

INDIANA Mar. 13, 1999
11th Annual IASACC Conference, Indianapolis
Contact: Linda Arejuela, 317-283-3817

WISCONSIN Mar. 19-20, 1999
WISACA State Conference, Madison
Contact: Dawn Alioto, 608-835-9808

PENN, March 27, 1999 **New Listing**
PENN SACCA Annual Conference, Scranton
Contact: Diane Barber, 610-617-4550

NSACA April 15-17, 1999
11th Annual National School-Age Care Alliance Conference, San Antonio
Contact: 617-298-5012

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

BEST COPY AVAILABLE

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ADDRESS SERVICE REQUESTED

PERIODICALS

February 1999

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RESOURCES

NCEA SAC Tapes Available

The National Community Education Association held its national conference in San Diego in December 1998 that included a record *nine* workshops specifically on school-age care. Audiocassette tapes of those workshops are available for $10 each.

To request a cassette order form listing the titles of all the NCEA workshops, fax a request to InfoEdge at 630-910-7506. Be sure to specify that you want an order form for the **NCEA** conference tapes. The order numbers for the school-age tapes are 802, 805, 813, 817, 821, 825, 832, 838, & 843.

Conference for Directors

The National Association of Child Care Professionals will be hosting its 15th annual *How Successful Directors Manage*™ National Conference for child care directors May 21-22 in Austin, Texas.

For registration information call 540-382-5819.

Take Our Daughters To Work Day Set

April 22, 1999 has been designated this year's *Take Our Daughters To Work*® Day by the Ms. Foundation for Women.

This year's theme is "The Future is Me!" As always, the foundation encourages parents or adult mentors to take school-age girls to their place of work to allow girls to see the range possibilities that exist for them.

For more information on encouraging parents in your program to participate and other programs for girls, contact the Ms. Foundation for Women at 212-742-2300 or check out their website at www.ms.foundation org.

Día de los Niños Set for April 30

The National Latino Children's Institute (NLCI) has established an annual celebration called *Día de los Niños* (Children's Day) to celebrate and uplift young Latinos in the U.S. First launched in 1998 in San Antonio, this year's celebration is scheduled for April 30. Organizers hope to make this an annual, national event "that will bring Latino and children's organizations, celebrities, elected officials, and community leaders together by focusing on Latino children." Participants and supporters view the new holiday as "the perfect opportunity to call national attention to the critical role of this group in the future of the nation."

To find out how your organization can plan or participate in celebrations in your community, call NLCI at 512-472-9971.

Volume ~~XVIII~~ XIX #7 The Newsletter for School-Age Care Professionals March 1999

School-Age NOTES

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Marketing Summer Programs

Last year's January issue of SAN *ran a feature on examples of planning, scheduling, and registering for summer from smaller programs. And last year's March issue of* SAN *ran a feature on summer planning for large, multiple programs. The following is on summer planning from the perspective of an independent, for-profit child care center.*

"Summer programs for a child care center can be a marketing, management and programming challenge." This understatement is the opening sentence of the chapter on summer programs in Nan Lee Howkins' book *Profitable Child Care: How to Start & Run a Successful Business.*

✔ **Analyze what you can offer that gives your program an edge in a competitive market.** Howkins advocates this as an approach to planning summer. Whether you are for-profit or non-profit, your program is affected by many of the same forces. She points out that often centers experience enrollment drops in summer "with a consequent decrease in income." "Marketing becomes crucial as the competition from many other sources increases."

✔ **Know your competition and "pinpoint their weaknesses."** Howkins realizes, "the first factor that parents look at will be price." She believes there are many lower priced care situations. This could be because of informal programs such as care by a teenager or family day home or drop-in programs such as Boys and Girls Clubs or city recreation departments. Can you provide better adult:child ratios, a safer environment, or more unique programming opportunities? These advantages are what you want to point out and highlight in your marketing efforts.

✔ **What you plan to include in your summer program can become a marketing tool.** According to Howkins, "You can gain an advantage over your competition with a special program or extra-exciting field trips and activities for the children....The pupose of designing and publicizing each special feature is to convince parents that yor program offers something to their child that is worth the extra cost over other summertime activities." These strategies can work for both for-profit and non-profit programs.

✔ **Do you make your fees all inclusive or charge extra?** What we hear from other programs across the country is a mixture. Some programs publicize special activities such as dance or gymnastics that are available for extra fees and contracted with by outside instructors who come to the program site. Some programs build the expense of these opportunities into their fee structure so it introduces all children to the experience. They use either outside instructors, volunteers, or staff with the needed expertise.

✔ **Continually educate parents as to the benefits their children receive in your program.** Howkins stresses that you can emphasize the advantages of your program "without directly criticizing another program." Remind parents of your safety procedures, quality standards adhered to, qualifications of staff, and access to special opportunities. These can be put in a brochure or flier to educate your own parents. Howkins gives the following as examples:

Did You Know:

- That our fine staff ratios stay the same during summer?

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INSIDE

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Voyager–Medallion Collaboration

Voyager Expanded Learning of Dallas, Texas and Medallion School Partnerships of Golden, Colorado, a sister company of Children's World Learning Centers, have formed a strategic alliance to collaborate on curriculum and program management for after school programs. The collaboration will combine the Voyager content, curriculum and training with the Medallion staffing and management expertise to offer elementary schools nationwide comprehensive extended-day learning programs after school and in summer.

Voyager started out in 1995 with 12 pilot programs it ran itself offering academic enrichment to appeal to parents who think their children don't learn enough in school (School-Age NOTES, April 1997). The original concept was to run the programs. Today Voyager doesn't run programs any more but is focusing on providing the academic-rich curriculum to school systems. Voyager is in approximately 1500 schools in 41 states.

Medallion School Partnerships provides customized educational and recreational programs on the premises of elementary schools. In addition to before and after school programs, it runs kindergarten enrichment, preschool,

(Continued on page 3)

Grassroots Leadership Development

by Jenny Amory

Editor's Note: *The National Institute on Out-of-School Time (NIOST) contributes a column on issues in our field to SAN on alternate months.*

One of the basic principles of grassroots leadership is building on community assets rather than deficits. The key to grassroots leadership development in the out-of-school time field is recognizing that providers are already leaders in a variety of contexts. Whether working with children and youth, consulting with colleagues, raising their children or volunteering in their communities, providers are making a difference every day in the lives of many people. But one question arises: **How do we build on this individual leadership experience to create a more powerful collective voice?**

Throughout the country, there is a growing network of providers through the National School-Age Care Alliance (NSACA) and its state affiliates. A state affiliate is a membership organization of school-age providers, trainers, and advocates supporting quality programs for children and youth in out-of-school time. According to Linda Sisson, Director of NSACA, "The national network began in the mid-1980s as an informal group of about 20 providers. Now we have a national alliance built on the strength of 31 state affiliates (and 8 more states in the process of affiliation) representing more than 6,000 members nationally." The strength of this network is that practitioners themselves are the leaders.

One state affiliate that began just two years ago is the Massachusetts School-Age Coalition (MSAC). MSAC is a membership organization of over 500 school-age providers and allies working to improve the accessibility, affordability, quality and diversity of out-of-school opportunities for children and youth. At MSAC, we have created a 25 member volunteer board who devote extensive time, energy, and leadership to the organization. The challenges to grassroots organizing include organizing staff who are often working part-time, holding several jobs, having program crises, earning low wages, and often isolated geographically or professionally. In addition, the out-of-school time field is large and complex-from extended day programs in schools to recreation programs, camps and community organizations.

One of our strengths is that practitioners are rich in talent, skills and expertise. Many providers are extremely creative and are often used to doing a lot with a little in the sense of few financial or program resources. In addition, providers' sincere commitment and passion for quality care and education of children is evident. Lastly, I can't help but notice that the field (and our organization) is predominately women; women's leadership is often focused on building relationships and thereby creating an organization which offers personal as well as professional support.

The challenges to grassroots organizing include organizing staff who are often working part-time, holding several jobs, having program crises, earning low wages, and often isolated geographically or professionally.

But WHO is in leadership? Embedded in MSAC's commitment to leadership development is our commitment to building a diverse organization; creating diversity takes careful thought, planning, training and a commitment of time. We are creating a more multiracial, inclusive organization by:

- recruiting at all levels as well as planning trainings on diversity
- offering programs in handicapped accessible spaces and trainings to providers on inclusion of children with special needs
- providing access to staff and programs with limited or no financial resources by always offering low cost and free membership fees and registrations.

Alliance Building

MSAC values shared or collective leadership by building alliances with others, including parent organizations, employers, and employee organizations such as unions. This conscious effort to build alliances not only increases our collective voice for school-age, but also enables those who have been in leadership in the field for many years to mentor new leaders. Two examples at MSAC include our collaborative work with Parents United for Child Care on public policy and state-wide professional development and our partnership with the American Business Collaboration for Quality Dependent Care, which enabled corporate employees to nominate their children's after school providers for free resources for professional development.

Also, learning new leadership skills is essential and can be transformational, enabling our Board and staff to be re-energized personally while enhancing our organizational capacity. As Debbie Kneeland, MSAC Board Member and director of For Kids Only in Winthrop said: "My leadership experience with MSAC has changed me personally and professionally while broadening my vision of the field." This year, MSAC is offering a three credit course that we developed with the Leadership Empowerment and Action Project and Wheelock College that is specifically designed for school-age staff. The course focuses on

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Ever Get Annoyed, Angry?

There is probably no greater truth than the fact that working with schoolagers can be very trying at times. It does not always bring out the best in us as professionals. Getting annoyed or getting angry can lead to mishandling children's inappropriate behaviors. Clare Cherry in her book *Please Don't Sit on the Kids: Alternatives to Punitive Discipline* (see page 7) looked at steps to take to manage your own anger when working with children.

Develop Cognitive Awareness–Learn to recognize the first feelings of anger while they are still thoughts and haven't progressed to the physical response of clenched teeth or tensing of muscles.

Be aware that your anger or "short temper" may be about something in your personal life rather than what a child did. It may take just a simple statement of "I'm getting angry" to acknowledge and release your feelings.

Develop Physiological Awareness–Become aware of your physical reactions. Biting your lip or clenching your teeth or fists are examples of physical signals. Cherry states, "If you do not release angry tension, it escapes on its own.…when teachers shout, make insulting remarks, inflict unjust punishments, pick on the nonmisbehaving children, and go to other extremes in order to 'let off steam'…."

Express Anger Rationally–Cherry advocates developing an "anger" vocabulary. Trying to use words besides mad or angry all the time helps put the problem in the "cognitive realm where it belongs." It also expands the vocabulary children can use in expressing their own feelings. There is a difference in meaning between being "irked" and being "furious." A few of the other alternative words Cherry suggests are: aggravated, bugged, disappointed, exasperated, irate, offended and provoked. You need to practice using these and do so in a way that is not humiliating or degrading to the children but expresses how you feel.

> **"…Children are learning, growing people. They don't deliberately want to make you angry." — Clare Cherry**

When dealing with this subject keep Cherry's words in mind: "You always need to remember that children are learning, growing people. They don't deliberately want to make you angry. The advantage you have is that you deliberately want to express how you feel."

Release Tension Outside the Classroom–We know our own tensions can lead to responses done out of anger. So it makes sense to decrease our tension. Two healthy ways are quiet time and exercise. Quiet time can be prayer or meditation. Exercise can be yoga, dance, walking, jogging, swimming, and body building. Cherry points out that "hobbies have long been known for their recuperative effects. These can be gardening, carpentry, modeling with clay etc.

Don't Despair If You Lose Control–Cherry counsels, "When you make a slip and 'lose your cool,' you can say to children, 'I'm sorry I lost my temper.…' Then you can say, 'I'm not feeling angry anymore, so let's sit down together and discuss why it's wrong to throw rocks into the toilet.' If you demonstrate the art of apology to the children, you will find that they will learn to give apologies appropriately."

Collaboration…

(Continued from front page)

summer programs and adult education – all at school sites. Its largest program is Champions before and after school programs at approximately 500 schools in 22 states. Both Medallion and Children's World Learning Centers are divisions under the ARAMARK Educational Resources umbrella.

Executives from both companies commented on the presence in the school-age field this collaboration will create.

Duane V. Larson, president of ARAMARK Educational Resources, believes "This collaboration brings together the strengths of both Medallion and Voyager to offer an unprecedented opportunity to provide parent-pay after school and summer programs that no other provider in the U.S. can match."

Voyager Chairman and Founder Randy Best said, "This will be a powerful alliance. [Voyager and Medallion] now have the opportunity together to improve, on a nationwide basis, the quality of tuition-based after school and summer programs that elementary schools can provide to their parents."

"This strategic alliance is intended to bring to school districts the total best solution," said Richard Turpenoff Medallion's Executive Vice President. Medallion's Champions programs will have flexibility as to whether they adopt the Voyager curriculum and school districts will have the flexibility of taking the whole "Champions with Voyager" program or just the Voyager curriculum or just the Champions management component.

In response to the question about meeting school-agers' diverse developmental needs beyond cognitive development such as social, emotional, and physical developmental needs, Turpenoff said, "Voyager is designed to be fun and have children learn while having fun. This is consistent with our [Medallion's] philosophy of what children should have in an after school environment." He pointed out that the Champions before and after school programs provide lots of choices of activities including time to relax and other opportunities for a combination of social and emotional development.

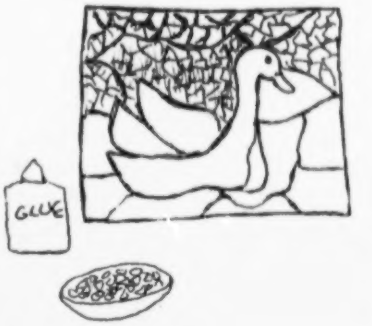
Operations for the joint effort will begin in summer and fall 1999. The two companies currently serve over 250,000 children in approximately 2,000 schools in 41 states. For additional information, see the Voyager Expanded Learning Web site at www.iamvoyager.com or the Medallion School Partnerships Web site at www.Medallionsp.com.

Easter Eggshell Mosaic

Wondering what to do with your colored Easter egg shells? Here's a fun way to make them useful.

Supplies: broken colored eggshells, glue, heavy construction paper, pencil, several small bowls.

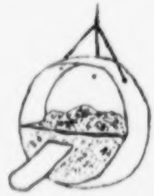
Break up the egg shells into pieces (but not too small). Separate into bowls according to colors. (Kids will enjoy this sorting task.) Draw a simple picture on construction paper and section off different color areas. Glue on pieces of eggshell in the different sections. When finished stand back and the design will come through clearly.



Feathered Friends Feeders

As birds in all seasons come to visit, here's a way to help them stay. Supplies include a small plastic margarine tub with lid, tongue depressor, scissors, strong twine, birdseed.

Rinse out the plastic tub. Cut lid in half and replace on the tub. Cut a slit in the lid and insert the tongue depressor. Attach twine on three sides, near the top, and knot. Fill with seed. Hang outside your favorite window and enjoy the crowd!

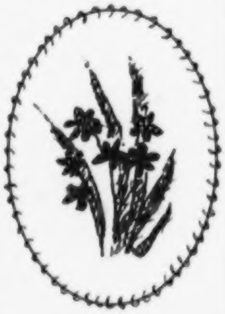


Invisible Pictures

To avoid a mess, lay out newspapers on the area where the children will be working. Give each child a square of aluminum foil. Spread paint over the surface of the foil and place a blank sheet of white drawing paper over the painted foil. Use tools such as cotton swabs, tongue depressors, or eraser ends of pencils to draw pictures on the paper. When finished carefully lift the paper and see how the texture of the foil and the various drawing tools create a unique painting.

Pressed Flower Hangings

Whether spring or fall start with a field trip to an area with lots of natural vegetation and scout for small colorful and interestingly shaped wildflowers.* Allow them to dry completely for several days (thin, delicate flowers dry more quickly.). Cut clear Con-Tact paper into oval shapes, making sure it's large enough to hold a flower arrangement. Arrange dried flowers in a pattern on the sticky side of the paper, leaving some space around the edges. Place another piece of Con-Tact paper on top and cut to match the first oval. Flowers are now pressed in the center. Use a spoon to smooth out the bubbles or have a leader prick bubbles with a small razor. Sew the edges with a needle and embroidery thread using a "blanket stitich." Create a loop at the top and hang in a window.



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* Observe rules for picking wildflowers. Only pick flowers where there are at least 2 left on the plant or several individual flowers are left for others to enjoy. ***Be sure you have permission to pick the flowers!***

Cool Collections

Encourage the school-agers to start a collection and make it fun. They can collect coins, keys, leaves, postcards, buttons, menus, cartoons, autographs, rocks, toy banks, calendars, greeting cards, and more.

Coach them on how to organize their collection and some creative ways to display them such as in photo albums. Survey your parents to discover their collections and ask them to be a guest speaker. Encourage kids to research their collections, perhaps with a field trip to the local library.

Children who share an interest in collecting the same items such as stamps, coins, or baseball cards, may want to form a club.

Calling All Volunteers

The third week of April is National Volunteer Week. Learning to give to others is valuable for all children. Start your volunteering plans at the beginning of the month. Challenge your kids to find ways to volunteer at home, at school and in the community. Help them brainstorm how kids can make a difference in each of these areas. Examples would be organizing and labeling the pantry at home, a recycling program at school, or video penpals with a local senior center. Most of all, make it fun so the school-agers will form a lifelong habit.

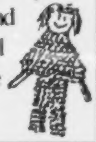
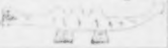
Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Suellen Nelles* of Fairbanks, AK.

35 Activity Ideas

The minimum number of Activity Ideas in this issue is 35.

APRIL CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
DAY BY DAY	April 1 – *April Fools Day!* A day for foolish fun. Let the kids surprise staff with a party.	April 2 – *International Children's Book Day*. Ask an oral storyteller from another country to share tales with the group.	*National Garden Month* – Plant seeds and watch them grow. Carefully break open raw eggs and use decorated half shells to hold a mini-garden.	April 22 – *Earth Day*. Started in 1970, this day celebrates preserving our planet. For activity ideas check out *50 Simple Things Kids Can Do to Save the Earth*.	April 25 – *Arbor Day*. Created to encourage planting trees and understanding their importance to our ecology. Offer to mulch around young trees in the neighborhood.
AROUND THE WORLD	*Central American Worry Doll*– Use clothespin for the body; halved popsicle sticks for arms. Wrap colorful yarn around all but hands and head. Draw face and add hair. 	*Egyptian Paper Beads* – Roll inch long magazine strips around a pencil and glue end. Thread through yarn for creative jewelry.	*Chinese Good Luck Dragon* – Paper towel roll for body; egg cartons for feet and humped back. Tin foil for tail. Slit end of roll for mouth. Paint bright colors. 	*Native American Sponge Painting*–Stick paper cutouts of canoes, animals, and teepees on paper. Sponge paint in rust and orange shades over the paper. Remove cutouts.	*Japanese Folding Screen*–Fold heavy paper in a fan fold. Cut holes in top of each fold and tape a photo in opening. Decorate with flower designs.
QUICK & EASY	*Number Fun*–**Object:** Be the person to say "20." With a partner, each person in turn stategically says one or two numbers; e.g. if child A says 1, 2, child B says 3 or 3, 4.	*Magazine Scavenger Hunt*– List items in magazines such as a car, famous person, a house, etc. Have kids hunt through magazines to circle or cut out requested items.	*Mini Hoops* – Roll a wad of tin foil into a ball. Use plastic cups as the hoops. Have partners toss the ball back and forth, using the cup to throw and catch.	*Show Your Colors* – Shout out any color, like "purple." Have kids lists things that have that color in them. Compare lists and cross off those that everyone listed.	*Tissue Paper Roses*– Push pipe cleaner through squares of colored tissue paper. Scrunch up paper like petals and twist top of pipe cleaner into a loop to look like the stamen.
JUMP FOR JOY	Gather enough jumping ropes for individual jumping (measured to armpits when standing on rope), and longer ropes for tricks and multiple jumping.	Jump with a friend side-by-side, each holding the rope in the outer hand. What about three?	Add rhythmic music or chants to your jumping: "One whale, two whales, three whales, four. One orca, two pods, three calves, more!" Make up your own.	*Group Games* – Using one long rope, challenge a group to run through without missing a beat. Restart the count with each miss. Try to beat your record.	For the latest tricks and rhymes, try the book *Red Hot Peppers* by Bob and Diane Boardman.
NATURE CRAFTS	*Sand Cactus* – Layer colored sand in a small glass jar, adding a potted cactus about 1/3 to the top. Continue adding sand layers around cactus.	*Seed Mosaic* – Provide a colorful variety of seeds. Kids can glue the seeds in abstract designs on paper or draw geometric designs to add seeds to.	*Leaf Stained Glass* – Make a pattern of leaves on wax paper with crayon shavings. Top with another piece of wax paper and iron together on a low setting.	*Wildflower Stationery*– Place pressed wildflowers in a pattern on construction paper note cards. Carefully glue each piece one at a time, using a paint brush. Color in details.	*Apple Birdfeeders* – Hollow apple from the top and fill with bird seed. Push some seeds into the outside to make a face. Tie string on three sides and hang from a tree.
SHOPPING CART ART	**Yarn reliefs:** Punch a dotted outline design in a cardboard square and sew colored yarn into the pattern. Layer the yarn for more texture. Paint for finishing touches.	**Box Sculptures:** Arrange small boxes like cereal or pasta boxes inside a large cardboard box. Glue or staple into place. Add other props to create a space station or other scene.	**Printing Pads:** Layer paper towels on a rectangular plastic dish. Dampen with water and saturate with one color of tempera paint. Cut sponges into shapes for dipping and painting.	**Plastic Straw Creations:** Pinch the end of one straw and fit it in another. Connect several and start bending. Add yarn or raffia for effect.	**Bark Rubbing:** Tape construction paper to a tree and firmly rub with the flat side of a crayon. Try out several trees and compare.

Clinton Wants $600 Million for 21st Century Program

Caregivers Urged to Contact Representatives

In early January and at his State of the Union Address on January 19, President Clinton announced that he will be including $600 million in his FY2000 budget for the 21st Century Community Learning Centers program, an after school initiative for keeping school buildings open after school hours for tutoring and enrichment programs. The $600 million is part of a total $2 billion package that has been designated for school-age care over a five year period.

What Clinton wants to include and what Congress actually passes are two different things and it remains to be seen whether any of the school-age measures will be funded. However, school-age caregivers can play a role in encouraging their local legislators to fund school-age care through calls, letters, and program visits.

The Children's Defense Fund (CDF) *Child Care Now!* campaign has some tips on how to gain support from your state senators and representatives.

A posting from CDF to the SAC-L list states that "It is important that your senators and representatives hear from you and your networks. Call or write to let Members of Congress know about the critical need for action to increase funding for child care and after school activities. Members need to know that children, families, and providers in your local community will benefit from a major increase in child care and after school program funding."

The campaign recommends writing, calling or emailing your representatives. To email you can go to the CDF website at **www.childrensdefense.org/takeaction** to send an email from there, or you can go directly to the congressional website at **www.congress.org**, where you can locate your state and district representatives and send emails to them directly. One caveat about emailing however. Although quicker and more efficient on our end, with all of the crises in Washington these days it has been reported that senators and representatives are getting many thousands of emails *every day*. This may be a case where a phone call or mailed letter will work better.

CDF also recommends inviting your representatives to your program for a visit when they are home on a recess. A February recess just passed, but you can determine when there will be other recesses and schedule a possible visit then. For tips on hosting such a visit, check out *Planning a Visit to Child Care Centers for Legislators* at **www.childrensdefense.org/childcare/cc_ewvisits**.

Actions such as those listed above do not have to be limited to the caregiver. Pass this information on to all child advocates you know, including parents, board members, school personnel, local businesses, etc. Even the children can help and this can become a civics lesson as well. Children can research who your area representatives and senators are, how to write to them, then write a group letter signed by all the children or individual letters, perhaps mailed in a bundle.

Impeachment

SAC's Footnote to History

On January 26, 1999 *USA Today* ran the following "ANNIVERSARY WATCH" with a photo captioned, "President Clinton with Vice President Gore watching, gives his now-infamous denial." The text read, "One year ago today, President Clinton looked directly into television cameras and declared, "I did not have sexual relations with that woman Miss Lewinsky. I never told anybody to lie, not a single time—never. These allegations are false."

What few know or remember is that those words came at the end of what was an announcement about more dollars for after school and the President's support of school-age care. From the March 1998 SAN issue: "Clinton, Vice President Gore, Mrs. Clinton, and Secretary of Education Richard Riley gathered in the Roosevelt room of the White House on Jan. 26th, the day before the State of the Union address, to announce that the Mott Foundation has pledged $55 million to 'help ensure that after school programs supported by federal funds are of the highest quality.'"

Clinton proposed an additional $1 billion for a "national initiative to spark private sector and local community efforts to provide after school care…to half a million more children." Today, we have seen the results with the increases in funding for the 21st Century Community Learning Center Initiative. And we have seen the results—an impeachment trial—of that first public statement regarding the Lewinsky matter. An unfortunate, overshadowing footnote in history for the school-age field.

Summer...

(Continued from front page)

- That there will be special activities for each age group…even on rainy days?
- That, even in the summertime, our staff will meet our strict training requirements, including knowledge of first aid?
- That all our staff are 18 or older?
- AND FINALLY, that the space is LIMITED so that there isn't overcrowding? [Howkins p. 137]

Nan Howkins' *Profitable Child Care: How to Start & Run a Successful Business* (1993) 270 pages is available in hardback from: Facts on File, Inc., 460 Park Avenue South, New York, NY 10016 800-322-8755 for $33.95 plus $2.50 S&H.

Personal Note

Bonnie, Rich, Tara & Susie welcomed Joel back home November 10th. We thank all our SAC colleagues and friends for their support. One journey has ended and another has begun.

Grassroots...

(Continued from page 2)

building leadership skills while engaging in community action-oriented project.

Having a sense of humor also helps. We continually evaluate our work together, acknowledge that leadership takes practice and learn from our mistakes.

MSAC's leadership has also grown through the organizational support of the National Institute on Out-of-School-Time (NIOST). NIOST acts as a non-profit incubator until we establish a separate non-profit. Senior staff, who have a wealth of knowledge and experience, support and advise our work. Through NIOST's support, Board members have quick access to national program and policy resources. As Shevaun Keogh-Walker, MSAC Board President and Director of Child Care Services for Metrowest YMCA in Framingham said, "Through MSAC, my scope has widened to the state and national levels; I am able to understand the big picture and connect policy issues to my direct experience in the community which is really rewarding." Lastly, creating partnerships with funders is essential to building and sustaining leadership; we have received support from the American Business Collaboration for Quality Dependent Care, The Boston Foundation, the Schott Foundation, the Svrluga Foundation, and The Vision Fund.

Individually, we are leaders. Together, we are a powerful voice for change. ❧

Jenny Amory is Executive Director of the Massachusetts School-Age Coalition (MSAC) and mother of two school-age children. MSAC is currently at the National Institute on Out-of-School Time (NIOST), Center for Research on Women, Wellesley College, Wellesley, MA 02481. Phone 781-283-2518. Email: jamory@wellesley.edu.

"Garage Sale" of Back Issues!

Help us clean out our back issues of *School-Age NOTES*! We're moving our storage facilities, and still have thousands of back issues from the years 1980 through 1995. (Yes, they used to be stored in Rich Scofield's garage!)

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Please Don't Sit on the Kids in Print

By now most of you should have received our Spring 1999 catalog (if not, call 800-410-8780 to request). In it we said that the classic discipline book *Please Don't Sit on the Kids* was temporarily out of print. As luck would have it, as soon as we mailed the catalogs, we received the books! So regardless of what the catalog says you can now order this book, although the price has increased to $15.95/14.95 for subscribers plus 3.50 S&H. ❧

SAC CONFERENCES

TENNESSEE March 5-6, 1999
10th Annual TennSACA Conference, Nashville
Contact: Sandy Yarnell, 615-298-5145

WASHINGTON March 12-13, 1999
10th Annual SAC Conference, Yakima
Contact: Melissa Donnelly, 206-461-3602

INDIANA March 13, 1999
11th Annual IASACC Conference, Indianapolis
Contact: Linda Arejuela, 317-283-3817

WISCONSIN March 19-20, 1999
WISACA State Conference, Madison
Contact: Dawn Alioto, 608-835-9808

PENNSYLVANIA March 27, 1999
PENN SACCA Annual Conference, Scranton
Contact: Diane Barber, 610-617-4550

NSACA April 15-17, 1999
11th Annual National School-Age Care Alliance Conference, San Antonio, **Contact:** 617-298-5012

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PERIODICALS

March 1999

RESOURCES

Discount School Supply Catalog

A catalog full of arts and crafts materials, toys, music, games, furniture, science, language, and math activities, plus lots more is available in the *Discount School Supply Catalog*. All kinds of materials for child care programs serving toddlers through older schoolagers at discounted prices.

Unique to this catalog are hints and activity ideas scattered throughout the catalog using materials from the catalog. The catalog we received that was part of a mailing to NAEYC members also included a 4 page insert with more activity ideas.

To request a catalog call Discount School Supply's toll free number at 800-627-2829.

Children's Disability Bookshop Catalog

The *Children's Disability Bookshop Catalog*, a shop-by-mail catalog listing hard-to-find titles covering a wide range of health topics for children is now on the World Wide Web.

The catalog includes books, videos and software about general medical topics and an array of topics from allergies and asthma to autism, cerebral palsy, deafness,and many others. Other topics include special education, learning disabilities, financial aid, as well as resource directories.

To view the catalog on the web go to **www.pacifier.com/~twinpeak/disability/** or to receive the catalog by mail, send $5 for postage and handling to: The Disability Bookshop, P.O. Box 129, Vancouver, WA, 98666. Call 800-637-2256 or email twinpeak@pacifier.com for more information.

Violence & Drug Abuse Prevention Catalogs

Nimco, Inc. (which stands for National Innovative Media) offers a wide variety of materials to aid in character building, preventing drug abuse and violence, as well as a host of other issues plaguing children and teens today. They have several catalogs; the ones we think are most relevant to school-age are the Drug Abuse, Violence, and Character Building catalog, and the Elementary Drug and Violence Prevention catalog. Materials include books, videos, software, posters, games, and curriculum.

To request your free catalog, call Nimco at 800-962-6662, ext. 20.

Volume XIX #8 The Newsletter for School-Age Care Professionals April 1999

School-Age NOTES

ISSN0278-3126 © 1999 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Time for "Time-Out" to Retire

Let "Balance Center" Take Its Place

by Sue Lawyer-Tarr

If time-out could talk, he'd say: "I've been misused and abused and accumulated too much emotional baggage through the years. I need to be replaced!" Let's enter the 21st Century with "Balance Centers." A Balance Center is a quiet space away from the maddening crowd and heat of action, where tired, angry, sad or aggressive children may go to regroup, recoup, recenter, and regain their balance. Entry into the Balance Center requires 3 deep long exaggerated breaths that immediately help a child center and refocus. This helps a child let go of what he's been resisting feeling so he can be "present" and attend to solutions. Once inside a child will find soft pillows or bean bag chairs and a box full of items to help him regain his composure.

Most important when a child first enters the Balance Center, kind, quiet words are spoken by a staff person about what might be of help to the child in regaining his balance. "Johnny, when I'm angry or upset, it helps me to draw what I'm feeling or just make funny faces into my mirror for a few minutes. I know if I do anything when I'm that angry, I'll only make a bigger problem. This box is full of tools that can be of help to you. Why don't you take a look inside and see what you think would help you right now."

Your center can create a "Balance Box" out of an empty copy paper box. Children like to collage the box with words like kindness, compassion, and joy and find or draw pictures that demonstrate these words. What will children find in the box?

1. A clipboard with paper, pencils, crayons; several small journals made from recycled paper.
2. A small heavy plastic glove filled with fine sand to feel and squeeze.
3. A Koosh ball, a stress squeeze ball, a few Toobers and Zots, and a Slinky.
4. A quarter size ball of beeswax to warm in the hand to shape and reshape.
5. An unbreakable mirror for making faces and looking deep inside themselves.
6. A small cassette headset with cassettes of ocean, wind, or forest sounds, or Indian flutes.
7. Several short, easy-to-read books about handling our ups and downs and disagreements.
8. A laminated picture of 30 faces expressing all sorts of feelings, with a word expressing the emotion to help a child identify his or her own feelings. What a child can't speak she acts out.
9. Several different types of conflict resolution Q & A forms for a child to choose from.
10. A cassette recorder and blank tape for children to use while discussing solutions to conflicts with one another. The focus is on "feeling" talk to develop empathy and solutions to problems. Staff encourage children to make eye contact with one another and discuss "what will work," and "help instead of hurt."
11. A kaleidoscope to look through. Concentric patterns help balance the brain's right and left hemispheres. Also, mandala ink drawings, concentric patterns for children, are very centering and calming.

(Continued on page 3)

INSIDE

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MOST Findings

How can communities productively engage young people in meaningful activities the hours they are not in school?

That question is the introductory sentence to the forward of the Executive Summary of a report on the MOST Initiative (Making the Most of Out-of-School Time). The "Interim Findings From an Evaluation Conducted by Chapin Hall Center for Children at the University of Chicago" begins to outline answers to the question about "communities productively engaging young people in meaninful activities."

The following are excerpts from the report detailing the initiative and "interim findings."

"Since 1993, the DeWitt Wallace-reader's Digest Fund has invested $9.7 million in Making the Most of Out-of-School Time (MOST), an initiative to improve the quality and quantity of before-and-after-school programs for 5- to 15-year-olds in low-income communities, specifically in Boston, Chicago and Seattle. The initiative is designed to develop models of school-age child care systems in these communities, increase opportunities for professional development for providers of out-of-school care and increase public awareness of school-age care needs.

(Continued on page 2)

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MOST...

(Continued from front page)

"The Fund made an initial grant in 1993 to the National Institute on Out-of-School Time at the Wellesley College Center for Research on Women to manage the initiative and provide technical assistance to participating sites.

The Government Accounting Office predicts that, by the year 2002, the current supply of available [after school] programs will meet only one-quarter of the need in many urban areas.

In 1995, foundations in each of the MOST cities received implementation grants of $1.2 million each. These grants were followed a year later by $200,000 grants to improve child care facilities. In October 1998, the Fund's board awarded an additional $3.3 million in grants to extend and strengthen the work in the MOST cities and to disseminate early lessons.

"A separate grant was made to the National School-Age Care Alliance (NSACA) to develop national standards for high-quality care and create an assessment tool to help improve school-age care programs.

"From an evaluation of the initiative, the three cities, assisted by Wellesley's National Institute on Out-of-School Time, have been making progress in their efforts to improve the quantity and quality of before-and-after school programs for 5- to 14-year-olds, especially for families in low-income communities where there is often a dearth of such programs.

"These initial and promising findings come at an important time. Various issues–ranging from changes in welfare laws, to education reform, to a recognition that unsupervised out-of-school time puts many youngsters at risk of becoming invovled in dangerous activities such as drugs, violence and sex–have brought long overdue national attention to the need to make high-quality, affordable programs available to more American families.

"At the same time, demand for out-of-school time programs already exceeds the available supply and is expected to grow even more over the next few years. The Government Accounting Office predicts that, by the year 2002, the current supply of available programs will meet only one-quarter of the need in many urban areas. Already about five million children from a variety of income groups spend some time every week without adult supervision. Barriers such as cost, transportation difficulties and safety issues often put programs that do exist out of reach for many families.

"This new awareness of the problem, combined with a desire to fix it, makes the lessons being learned in the MOST communities valuable to policymakers and others involved in efforts to craft solutions.

"Several early lessons are emerging from the evaluation and the Fund's work with the three MOST communities:

➤ To successfully address the related needs of program quality and availability, communities must focus on the development of a system that comprises three elements:

- *providers* that offer direct services to children and their families;
- *intermediary organizations* (such as child care resource and referral agencies, child care advocacy groups, colleges and universities) that provide information to parents looking for appropriate programs, training and technical assistance to improve the quality of programs offered, and professional development opportunities for staff who work with children; and
- *city and state agencies* that provide funding, licensing and regulatory oversight.

➤ Improving the quality of school-age care programs is a long-term process. It requires sufficient resources to be sure, but also technical assistance from outside the program, adequate and stable staff support, and parental involvement.

➤ Public sector funding is a major source of support for school-age care, and is especially critical for families in low-income communities who may otherwise be unable to afford it. Private funding can also play a part, either as a lever to encourage public agencies to put more dollars into school-age care or to support improvement in program quality.

➤ Diverse partnerships that bring together schools, community-based organizations, cultural institutions, park districts and the private sector help communities see possibilities that otherwise might be overlooked and encourage new thinking about ways to share physical resources, increase opportunities to develop the skills of child care professionals and open new avenues for additional funding."

To obtain a copy of the MOST Executive Summary: Interim Findings From an Evaluation Conducted by Chapin Hall Center for Children at the University of Chicago, *call the NIOST office at 781-283-2547.*

School-Age NOTES

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Balance Centers...

(Continued from front page)

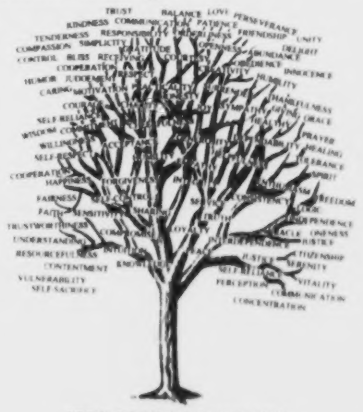
12. Stories and poems about how others resolve conflicts and face difficult emotions.
13. *The Warm Fuzzy Tale*, by Claude Steiner (based on Transactional Analysis). Children love this book and relate well to its principles of warm fuzzies and cold pricklies. (Create your own warm fuzzies out of velvety pompom balls; sweet gum tree balls make great cold pricklies.)
14. A laminated 5x7 card that says, "Pray for God's Help and Guidance."

If a child is not willing to participate in the Balance Center to help himself/herself self-correct when his/her actions are dangerous or very disruptive, a meeting with the child and his/her parents needs to be held. Remember that democracy is not anarchy, and freedom is not license. When a child is being a tyrant, (playing I win, you lose), an adult speaking with authority and setting boundaries, limits and consequences is very clearly called for. Staff who are permissive, ignore inappropriate behavior and avoid conflict, are, by default, teaching children to dominate, manipulate and control instead of looking for win/win solutions. At the beginning of the family conference, ask Johnny to explain why this meeting has been called. This provides valuable information for staff as to how the child views the problem and insight into how Johnny interacts with his parents and his family with him. After the child has completed describing the problem you are trying to solve, staff can then fill in any important facts that may have been omitted. Parents are then asked to support their child in making any necessary corrections. The actions the child needs to take need to be spoken very clearly by staff. Again, our focus is always on solutions and win/win outcomes. Staff ask Johnny what inappropriate actions he will commit to change, and what support he may need from us to do this. We ask Johnny to state in his own words, the actions he thinks will solve this problem. If a child's aggressive or tyrannical behavior continues, staff will need to look at whether the other children's safety and well-being is being compromised by allowing this child to continue in the program. Referring parents to a guidance counselor for help may be the next step to take. These actions are usually all that is required to help a child self-correct without being dismissed from the program.

What we now can say is, "Good-bye 'time-out!' Although you may have started out with good intentions, you have become quite a dictator." Balance Centers are an effective way of empowering children in a democracy. They are what we want for the year 2000 ❧!

(For a more detailed list of the contents, books and poems recommended for the Balance Box, and where to find them, send $1.00 and a self-addressed, stamped legal size envelope to Sue Lawyer-Tarr, 2514 S. Norfolk, Tulsa OK 74114, 918-742-2622.)

Sue Lawyer-Tarr is a national school-age consultant and workshop leader and author. She opened her after school program "The Clubhouse After School Caring and Sharing" in 1977 and has received local and national recognition for the program's excellence. She has authored two books, How to Work with School-Age Children and Love Them *and* School-Age Child Care Professional Training: A Workbook for Teaching Staff.


TRUST
BALANCE
LOVE
PERSEVERANCE
KINDNESS
COMMUNICATION
PATIENCE
TENDERNESS
RESPONSIBILITY
FRIENDSHIP
UNITY
COMPASSION
SIMPLICITY
GRATITUDE
OPENNESS
DELIGHT
CONTROL
BLISS
RECEIVING
COURTESY
ABUNDANCE
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INNOCENCE
HUMOR
JUDGEMENT
HUMILITY
CARING
MOTIVATION
COURAGE
THANKFULNESS
SELF-RELIANCE
GRACE
WISDOM
PRAYER
WILLINGNESS
HEALING
SELF-RESPECT
TOLERANCE
COOPERATION
SPIRIT
HAPPINESS
FORGIVENESS
FAIRNESS
SELF-CONTROL
FREEDOM
FAITH
SENSITIVITY
SHARING
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CONTENTMENT
KNOWLEDGE
SERENITY
VULNERABILITY
PERCEPTION
VITALITY
SELF-SACRIFICE
COMMUNICATION
CONCENTRATION

TREE OF HUMAN VALUES

Copyright 1997 Sue Tarr

One of the handouts included in the Balance Box

Helping Children Deal with Violence in the News

School-age caregivers, as well as teachers and parents, have faced the issue of how violence in the media impact children's lives. It's one thing to try to curb the violence children are exposed to on television shows and cartoons, but what about when children watch television news, which brings *real* violence into their homes on a nightly basis?

Diane Levin, in her book *Remote Control Childhood? Combating the Hazards of Media Culture*, offers the following:

- Let children know it is okay to raise [violence] issues with you. Older children often benefit from a regular time built into the school week when they can raise and talk about these issues.
- When working on these issues with children, try to find out as much as you can about what each child knows or is struggling to understand. Then base your responses on what you find out.
- When children hear something scary or disturbing, they sometimes relate it to themselves and start to worry about their own safety. Reassure children about their safety–for instance, say, "That can't happen to you because your parents always_____."
- Answer questions and clear up misconceptions but do not try to give children all the information available about a news story. ...Follow the child's lead, giving small pieces of information at a time and seeing how the child responds, before deciding what to say next.
- Look for opportunities to help children learn alternatives to violence they hear about on the news. One way is to point to examples from the children's own experience.
- Recognize and support children's efforts to work out what they have heard through their play, drawing, and other activities.
- Keep parents informed about your efforts...Help parents figure out ways to limit the amount of real-world violence their children see in the media. ❧

For more information about the book these tips are from, see page 8.

61 BEST COPY AVAILABLE

Sandpaper Flowers

Bring "May flowers" inside your SAC program with these:

You will need: sandpaper, crayons, newspapers, warm iron (staff supervised), white paper.

Draw a flower design on the sandpaper. Press down firmly when you color. Simple designs work well. Cover iron working surface with newspaper. Lay the sandpaper face up on the newspaper. Place a piece of white paper over the sandpaper. Carefully hold the paper (or tape) in place and gently iron the entire picture until you see the colors coming through. Lift the paper off and let cool completely. You can reuse the sandpaper for duplicate prints by recoloring over the same design. Turn the paper over and see the wonderful flowers. Glue a green stem and leaves or cut the flower out carefully and glue to another piece of paper.

Foil Art

In Iran many artists create masterpieces by embossing pictures and designs on foil. Using the end of a craft stick, gently draw a picture on a piece of foil. Draw a square or rectangle around the picture and gently cut the square out. Turn the picture over so that the raised side of the foil is facing up and gently glue the picture to a piece of posterboard or cardboard. Be very careful as you glue not to push on any of the embossed drawing.

Leap Frog Races

Divide children into teams of 6. Children line up at one end of the playing space in leap frog positions. The child at the back of the line begins the leap across players. The first team to "leap" their way across the floor wins.

Yarn Dolls

You will need: yarn, sturdy book about 6-8" tall, seven pieces of yarn (same color as doll) about 6" long.

1.) Wrap the yarn around the book 75 times.
2.) Tie a piece of yarn through top loop.
3.) Slip yarn off and cut bottom loop.
4.)Tie a piece of yarn around the "neck" position to form a round head.
5.) Divide the loose pieces of yarn into four equal parts. Tie yarn around "wrists" of the two outermost sections to form arms. Trim the ends for hands.
6.) Combine two remaining sections and tie yarn around the "waist" to form a body.
7.) Divide the bottom half of yarn, below the waist and tie at the "ankles" to form legs.
8.) Dress the dolls, glue eyes and other facial features on them, or leave them plain.

Wild Octupi

If the school-agers enjoy making the yarn dolls, they may want to try making a yarn octupus. Follow the above steps 1-4. Instead of dividing the remaining yarn into four equal parts, divide into eight equal parts. Have a friend hold the head and braid each "leg" of the octupus. Tie a piece of yarn at the bottom of each braid.

Mother's Day "Gifts in a Jar"

Use your favorite recipe to make jam, jelly, apple butter, chutney, salsa, whatever, and fill baby food jars. Cut a square of colorful fabric with pinking shears and put over the lid. Secure in place with a rubber band. Tie a gift tag with a message around the rubber band with a piece of ribbon, yarn or jute.

OR Make the following using quart size canning jars or any large jars from mayonnaise or peanut butter (plastic jars might be best): Mix together 2 1/2 cups flour, 1 tsp. baking soda and 1 tsp. baking powder and pour 1/2 into the bottom of the jar. Shake slightly to level. Add 1/4 C. white sugar next, level. Pack 1/2 C. brown sugar on top. Add 2 C. chocolate chips. Pack 1/2 C. brown sugar on top, being careful not to mix. Add 1/4 cup white sugar and the rest of the flour mixture. You may also want to layer in chopped nuts, oatmeal, or M&Ms. Be creative with your layers. Place the lid on the jar and cover with a fabric square. Tie with ribbon or yarn and a tag containing the following instructions: "In a bowl mix 1 cup butter, 2 eggs and 1 teaspoon vanilla. Blend well. Add mixture from jar. Mix well. Drop by spoonfuls onto an ungreased cookie sheet and bake for 8-10 minutes at 375°."

Giant Board Games

Shawn Lewis-Hodges from the CLUB in Mason, OH shared this idea with a group of SAC providers at a recent conference:

Create life-size board games like ***Sorry!*** First enlarge the board game to life size by making the playing squares out of construction paper, with each square big enough for a child to stand in. Make the dice from a square box with the sides taped together. Cover with contact paper. Glue colored dots to represent the numbers 1 through 6 on the sides of the die. To play ***Sorry!*** you need four teams of 5-6 players (adjust number of teams and players depending on the size of the group). Four players on each team are the "markers" and are moved by others on the team when it's their turn to roll the dice.

Let children brainstorm about other games to make life-size.

Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Alycia Orcena* of Marion, Ohio.

37 Activity Ideas

The minimum number of Activity Ideas in this issue is 37.

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MAY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
MAY DAYS	Cinco de Mayo is May 5. Celebrate by having a fiesta. Play mariachi music, have nachos for a snack, and dance.	The second Sunday in May is Mother's Day. Make cards for the women role models in your life to go with the Mother's Day Gift Jars on p. 4.	May 20– birthday of Dolly Madison, wife of President James Madison. She began the Easter egg rolling tradition at the White House. Roll plastic eggs with your nose.	May 22 begins the frog jumping contest in California. More than 3000 frogs compete. Play leap frog around the program. Have Leap Frog races. (see p. 4)	May 31 – birthday of Mel Blanc, famous as the voice of Bugs Bunny, Porky Pig, and other cartoons. Try using your voice to sound like a car, a rusty hinge, etc.
MOTHER GOOSE	May 1 is *Mother Goose Day*. Celebrate all week long. Start by seeing how many Mother Goose rhymes the school-agers know from memory or read some.	Create finger plays for the nursery rhymes. Try "Little Miss Muffet." Don't forget to use wiggly fingers for the spider.	Divide the children into groups and assign each of them a nursery rhyme to act out in pantomime. See if the others can guess what they're doing.	Create a mural with all of the nursery rhyme characters that you have read about. Tie the scenes together with fields of sheep, a babbling brook and haystacks.	Create puppets for each nursery rhyme. Make a stage with a backdrop that best fits each rhyme. Have a puppet show for parents.
OUR ANIMAL FRIENDS	The first week in May is *Be Kind to Animals Week*. Have children bring in photos of their pets or favorite animals.	Use magazines to cut out pictures of animals and create a collage or mural. Write poems that describe the animals in the collage.	Many animal shelters need help with food to give the animals they house. Have a service project of collecting pet food for dogs and cats and deliver to the shelter.	Take care of the wildlife in your area. Put birdseed and water out for birds (they love a good birdbath in the spring!) Put out ears of corn for squirrels.	Each child draws a picture of an animal. Look up information about that animal in the encyclopedia and list facts on the picture. Are any of the animals endangered?
OUR POLICEMAN FRIENDS	The third week in May is *National Police Week*. Visit the library to find children's literature about policemen and law enforcement.	Invite a local police office to the program to give safety tips to the children for bike riding, walking to school, and when around strangers.	Send a "thank you" card to the visiting police officer OR send a "Happy National Police Week - thank you for taking care of us" card.	Role play with the children about situations like: lost in the mall, approached by a stranger, finding a wallet with money. Think of other scenarios.	Have children create a safety plan for your program. Issue "tickets" to those who run or disobey the safety rules.
PLANES, TRAINS, & AUTOMOBILES	The third week of May is also *National Transportation Week*. List all the ways people travel. Include walking, by camel, balloon, etc. Find pictures to represent each mode.	Let the children bring in toys that represent different transportation modes - cars, tractors, boats, planes, bicycles, horses, etc. Display them by category.	Ask parents and community members to bring their "big toys" to the program. Ask fire and police departments to bring squad cards, fire engines, ambulances.	Use different shaped boxes (square, rectangle, round, cylinder, etc.) to create trucks, busses, ariplanes, boats, etc.	*Soap Boats*. Using a metal spoon carve a concave shape into a bar of soap. Attach a flag or mast with a toothpick and set your boats to sail in the sink or tub.
AND THE WINNER IS...	On May 6, 1929, the Academy of Motion Picture Arts and Sciences awarded the first Academy Awards. Have an Academy Award party.	Have children list their favorite movies, actors, TV shows, songs from movies, etc. Create a voting sheet and have each child vote for their favorite.	Make "award" statues from small plastic pop bottles covered with masking tape, construction paper, and painted gold (or any color).	Using scraps of fabric or dress up clothes, make "fancy" party dresses and tuxedos for the children. Serve snack while wearing fancy dress.	Have some children read the winners of the awards and have other children "receive" the awards. Let the kids ham it up, including giving emotional speeches.

Washington Notes

by Charles Pekow

Charles Pekow is editor of "Day Care U.S.A." This report was written exclusively for SAN readers.

SAC $ Seem Permanent

Count on the annual $19.1 million setaside in the Child Care & Development Block Grant (CCDBG) to become permanent. The $19.1 million is for school-age care and resource and referral and historically goes back to the mid-1980s and the old Dependent Care Block Grant. This money funds, among other things, training conferences and resources on school-age care. The Administration for Children & Families (ACF) included it in its proposed FY2000 budget, figuring it will become a fixture.

"We've learned our lesson on that one," says ACF spokesperson Michael Kharfen.

Beyond that, ACF's FY2000 budget includes another $1 billion for the CCDBG discretionary fund, available as usual on the last day of the fiscal year. It also proposes an additional $173 million earmarked exclusively for quality improvement and another $10 million for research. Another $4.122 billion would go for the mandatory part of CCDBG.

The Community Services Block Grant, newly available for school-age programs, would get level funding at $500 million.

Education Department Big on After School

Never before has the Dept. of Education (DoE) seen such demand. Its 21st Century Community Learning Centers for after school programs awards competition attracted more applicants than any program in department history. Schools swamped DoE with 1,065 applicants requesting more than $540 million in 1998, the program's first year, when DoE could give only $40 million. So DoE proposes to triple funding from $200 million to $600 million for the program's third year. The request will support about 6,000 centers.

Also at DoE, Safety & Drug Free Schools would get: $591 million, up from $25 million. The bulk, $439 million, goes for State Grants for drug and violence prevention. Under the proposal, states would have to offer 30% of the funds competitively to local school districts based on need and program quality. DoE says that historically, states haven't always distributed the funds to communities that need them most. DoE would spend another $90 million, same as last year, on national programs, including $60 million for the Safe Schools/Healthy Students initiative.

[The] 21st Century Community Learning Centers for after school programs awards competition attracted more applicants than any program in department history.

The new Child Care Access Means Parents in School (CAMPUS) program would get another $5 million, level funded for its second year. Colleges and universities can use the money to support school-age care for students' children. DoE plans to give funds to about 40 institutions this year and continue them but give no new awards next year.

But school-age programs can tap into another college-based source. DoE proposes $1.123 billion for Work-Study, enough for an average award of $1,123 for 1 million students. Schools must spend at least 7% on community service jobs such as working with children. DoE will continue to waive the 25% match requirement for students working in after school literacy programs.

More of Same from Justice Department

Since Congress didn't go along in previous tries, the administration stopped trying to revamp funding for juvenile justice. But The Office of Juvenile Justice & Delinquency Prevention will still provide funding school-age programs can use. The proposed budget includes:

- Part D Gang Free School & Communities: $12 million.
- Part E State Challenge Activities: $10 million.
- Part G Mentoring: $12 million.
- Title V Incentive Grants for Local Delinquency Prevention: $95 million.
- Law Enforcement Family Support: $1.5 million.

A Few Other Sources

Watch for a few other sources of federal funds:

- The Dept. of Housing & Urban Development (HUD) proposes $100 million for the Anti-Drug Diversion Program. Grantees can provide mentoring programs and after school activities. HUD also proposes to provide $4.775 billion for the Community Development Block Grant, a $25 million increase that states can use for various services, including funding school-age care.
- Three federal departments are banding together to fight shared enemies: violence and drug abuse among children. And they're offering about 50 three-year grants to develop "Social skills and emotional resilience" to keep kids out of such trouble. The departments of Justice, Education, and Health & Human Services will jointly offer up to $3 million/year to urban school districts, $2 million for suburban districts and $1 million for rural and tribal ones.

After school programs can take part in the plans. Partners must include school districts, mental health agencies, law enforcement, juvenile justice program, etc. Applicants must assess the extent of local youth violence, drug and alcohol abuse, firearms brought to school, suicide attempts, school suspensions and expulsions, juvenile justice placements, etc., and the amount of existing local services.

Check with your school district and local government about forming a consortium. Grant applications became available March 15. For details see the Feb. 5 Federal Register at www.ed.gov/offices/OESE/SDFS, or fax on demand 800-638-8736.

ADMINISTRATIVE NOTES

Teaching Strategies/NIOST Collaboration

The National Institute on Out-of-School Time (NIOST) at the Center for Research on Women, Wellesley College (NIOST) has formed a partnership with Teaching Strategies, Inc. to provide specialized training on "Developing Competent After-School Staff." During this training-of-trainers session, participants are provided with a detailed, step-by-step approach on how to use *Caring for Children in School-Age Programs*. These self-study, staff training materials are based on the professional competency standards developed by Teaching Strategies, Inc. and are used throughout all branches of the military. During the 20 day workshop, participants gain not only content knowledge but also learn appropriate training methods to use during their own staff development programs, college courses, and workshop presentations.

Currently, the states of Wisconsin and Colorado are using the *Caring for Children in School-Age Programs* materials to establish state credentialing systems. NIOST training is being planned for Texas, Idaho, Indiana, and Oklahoma.

To learn more about the training "Developing Competent After School Staff" visit the NIOST web site at www.wellesley.edu/WCE/CRW/SAC or contact Ellen Gannett, Director of Training, 781-283-2544, email egannett@wellesley.edu.

Visit Teaching Strategies, Inc., publishers of the *Caring for Children in School-Age Programs* materials at their website: www.TeachingStrategies.com. ***Note:** SAN carries the above referenced materials in its After School Resource Catalog.*

Credentialing

Ellen Gannett, Director of Training for the National Institute on Out-of-School Time (NIOST) has invited those wanting to work on issues around credentialing to two meetings in San Antonio during the NSACA Conference. The first is Wednesday, April 14, from 7-9 p.m. and the second is Saturday, April 17 from 3:30-5 p.m.

The purpose of these meetings is to review existing competencies, core knowledge, and credentialing systems in the field of out-of-school time. The group will also deterimine whether a Task Force should be established under the auspices of NSACA and NIOST to examine the viability of a nationally recognized credential for school-age care providers. If you are interested in attending one of these meetings call Ellen Gannett at 781-283-2544 for further information on location and content.

New Resource for Youth Development

The National Youth Development Information Center (NYDIC), a project of the National Assembly's National Collaboration for Youth, is the newest resource for youth development workers. NYDIC provides information on:

- research and evaluations demonstrating the value and impact of youth development programs;
- projects and programs demonstrating effective practices for working with diverse youth populations, including gender specific approaches;
- policies and regulations impacting the development of children and youth;
- foundation and federal funding opportunities for youth development programs and agencies;
- training opportunities for youth development professionals, including those related to diversity and inclusiveness; and
- careers in the field of youth development including philosophy, practice, internships, and education.

The NYDIC website, **www.nydic.org**, is the centerpiece of the Information Center, providing an opportunity to search the NYDIC Catalog, funding and training databases, and other essential youth development information.

For more information check out the website or email **info@nydic.org**, or call 1-877-693-4248 (toll free).

Oops! Volume # Incorrect

An alert reader recently pointed out to us that we had failed to change the volume number on the newsletter masthead (front page, top left corner) from **XVIII**(18) to **XIX** (19) when our new publishing year started last September. Our issues run from September to August, and since our first issue was published in September 1980, our volume numbers also change each September. All issues from September 1998 through March 1999 read Volume XVIII but should be counted as **Volume XIX**.

"Straws" Book Out of Print

The book *Messing Around with Drinking Straw Construction*, which we have carried for several years in the **After School Programs Catalog**, is now out of print and is no longer available.

SAC CONFERENCES

NSACA April 15-17, 1999
11th Annual National School-Age Care Alliance Conference, San Antonio, **Contact:** 617-298-5012

MASS. May 15, 1999 **New Listing**
2nd Annual MSAC Conference
Contact: Jenny Amory, 781-283-2518

CALIFORNIA Oct., 1-2, 1999 **New Listing**
6th Annual "Older Kids" Conference, this year called National Middle School Conference, San Francisco, **Contact:** CSAC, 415-957-9775

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

School-Age **NOTES**
PO Box 40205
Nashville, TN 37204-0205

ADDRESS SERVICE REQUESTED

PERIODICALS

April 1999

RESOURCES

NAEYC Publications

To order Diane Levin's book *Remote Control Childhood? Combating the Hazards of Media Culture* (see p. 3) or to request a catalog of all the publications from the National Association for the Education of Young Children (NAEYC), call the Resource Sales desk at 800-424-2460 ext. 604. The book costs $8 and is item #326.

NASCO School-Age Catalog

The NASCO 1999 School-Age Catalog, featuring products for school-age child care programs is now available.

The 284 page catalog has 34 pages of carefully selected materials school-age care providers have indicated they want and need. The remainder of the catalog contains NASCO's Learning Fun product selection with over 650 new products especially selected for children ages 3 to 8. Included are art supplies, manipulatives, imaginative play toys, puzzles, construction toys, games, and teacher resource materials.

For a free copy of the catalog call 800-558-9595, or go to their website at www.nascofa.com.

Knowledge Unlimited Resource

Knowledge Unlimited, Inc. has two resource catalogs full of materials to enhance children's learning in fun, creative ways. Resources include books, posters, and videos covering a wide range of topics, especially addressing history and social studies in the U.S. that includes all people who have impacted the country's development.

One programming idea may be the NewsMatters or NewsCurrents kits that offer subscriptions to newsletters and videos that allow children to explore current events by offering background information and discussion ideas.

To request a catalog call Knowledge Unlimited at 800-356-2303 or go to their website at **www.thekustore.com**.

Adventurobics™

Adventurobics™ is a program that blends motor development, fitness and musical activities.

Designed for children ages 3-7, the program has a set of three audiotapes that feature six different musical journeys into the jungle, ocean, mountains, city, farm, and a train ride. Children engage in purposeful movements while acting out the story.

The entire set of three audiotapes is $29.95. Call 800-530-3675 for more information.

NOTE: SAN has not reviewed these tapes.

Volume XIX #9 The Newsletter for School-Age Care Professionals May 1999

School-Age NOTES

ISSN0278-3126 © 1999 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Tackling Staff Turnover: Struggles & Strategies

by Susan O'Connor

> *"I've tripled my advertising budget, but I still have unfilled positions, and little time because I frequently fill in for missing staff."*
>
> *"We have 45 families on our waiting list, but we can't find qualified staff to expand."*
>
> *"I worry that staff turnover is having a negative impact on the children."*

There is a staffing crisis in school-age care and out-of-school programs, and comments like these can be overheard whenever practitioners gather. Annual turnover rates are 30% or more, and have doubled since 1977. In comparison, turnover rates are 6-7% for teachers and nurses, and 11% for social workers and hairdressers. While the booming economy and record-low unemployment rates create competition for workers, that is not the whole story.

When practitioners were asked what is causing high turnover during focus groups conducted by the National Institute on Out-of-School Time (NIOST), low wages, part-time hours and inadequate benefits, combined with lack of support on the job and low job status were mentioned as the key reasons staff are leaving their jobs.

The Center for the Child Care Workforce (CCW), has developed a new publication which explores turnover causes, and possible solutions, called *Taking on Turnover: An Action Guide for Child Care Center Teachers and Directors.*

There are no simple solutions to these problems, but there is growing consensus that dramatic steps need to be taken. Research shows that quality programs require well-trained, compensated and consistent staff, and the turnover problem is compromising our ability to offer high quality programs for children.

What do we need to learn?

Which causes of turnover can be fixed by changes within the program, and which causes must be addressed by changing systems at the policy level? In order to find answers to these questions, NIOST is coordinating a project in Massachusetts in which programs are working to improve recruitment and retention practices. Through support from the American Business Collaboration for Quality Dependent Care (ABC) and Work/Family Directions (WFD), eleven programs are receiving extensive supports which include a two-day training conducted by the CCW, technical assistance and fiscal management consultation from local specialists, and grants to help them implement the goals which they identify. In addition, an Advisory Committee is exploring what resources and system level changes are needed in terms of information, legislation, and funding. Here is a sampling of some of the ideas and work being done:

- After School Inc. in South Natick offers staff an incentive of $50 for recruiting a part-time staff person and $100 for recruiting a full-time staff person.

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More on For-Profit Enrichment

The school-age care field has been watching the past three years as Voyager, Explore, and Sylvan Learning Systems have jockeyed their way into running after school programs across the country. Some SAC programs that have existed for years suddenly have had to justify their existence and show how they help "raise the educational bar" or face replacement by one of these upstarts. These three companies are the visible "first" of the after-school-enrichment-for-profit industry in the model of the corporate child care movement of the 1980s. Now at least one of the other for-profit programs that exist but have been keeping a low profile have announced their presence.

Nashville-Based ESI "Debuts"

In what could be called a "coming out party" Educational Solutions, Inc. (ESI) has made itself known on the after-school radar screen. While keeping a low profile since its Chief Executive Officer and Founder, Margaret Mary Wilson of Nashville, first went to Dallas in 1996 to seek schools for her after school programs, it finally has shown itself on the public radar.

(Continued on page 2)

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Staff Turnover...

(Continued from front page)

- YMCA Central Branch of Boston has hired a permanent "floating" site coordinator who can cover illnesses, vacations, or staff openings for this multi-site agency. This has helped reduce the pressure on both site coordinators and the school-age director.
- The Shed of North Andover found that full-time kindergarten staff didn't have enough time for planning and staff meetings, while part-time staff needed more hours. So the part-time staff is providing staff coverage while the kindergarten staff meet and plan.
- Several programs want to improve benefits, so the advisory committee is researching approaches to funding health insurance and is also looking at cafeteria benefit plans that can be tailored to the needs of individual staff.

What can be done?

Across the nation people are tackling turnover in many creative and exciting new ways. Current efforts to reduce staff turnover include:

- Creating more full-time positions by adding hours for planning, meeting, and coordinating, or by creating "blended jobs" through combining after-school work with mornings in public schools, or evenings in youth development jobs.
- Breaking the link between staff compensation and parent fees through increased public funding. For example, Rhode Island has legislation so that state funds can provide 1/3 the cost of health insurance, with the provider and the practitioner each picking up 1/3.
- Linking training with increased compensation, like the T.E.A.C.H. model in North Carolina.

NIOST is creating a compendium of ideas like these for managing and reducing turnover. If you have an idea that you think could be helpful, send them to us. If your idea is selected for the compendium, you will receive a complimentary copy of the compendium which will be available in January 2000. Please send your ideas with your address to: Susan O'Connor, Research Associate, NIOST, Center for Research on Women, Wellesley College, 106 Central Street, Wellesley, MA, 02481, FAX: 413-283-3657, email: soconnor@wellesley.edu.

Susan O'Connor is a research associate at the National Institute on Out-of-School-Time, where she works primarily on MOST, a Dewitt-Wallace Reader's Digest initiative to improve the quality and availability of care in Boston, Chicago, and Seattle.

NOTE: To order the book referenced in this article, *Taking on Turnover: An Action Guide for Child Care Center Teachers and Directors*, call CCW at 800-U-R-Worthy. The cost of the book is $19.95. The organization also has a *Model Work Standards* guide for $10.

Editor's Note: *The National Institute on Out-of-School Time (NIOST) contributes a column on issues in our field to SAN on alternate months.*

Worthy Wage Day

May 1, 1999 is Worthy Wage Day, sponsored by the Center for the Child Care Workforce. This year's theme is "Coming of Age and Raising the Wage."

Worthy Wage Day is a National Day of Action to:

➢ Celebrate victories. The Worthy Wage Campaign was initiated to "break the silence." That has been accomplished.

➢ Honor the 21st anniversary of the Worthy Wage movement under the leadership of the Center for the Child Care Workforce.

➢ Build a base of support to meet the challenges ahead.

➢ Prepare for the next phase of the campaign - *Legislation for Compensation: Winning Worthy Wages!*

To receive a 1999 Action Packet contact CCW at 1-800-U-R-Worthy or email worthywages@ccw.org.

(**Note:** SAN received this information after the April issue had gone to press.)

For Profits...

(Continued from front page)

Jack Wallace has been named Chief Operating Officer of ESI. The company, in a March press article, was characterized as "a provider of elementary-school-based after-school care that focuses on academics with small-group tutoring." Wallace, previously regional vice president for the Southeastern Region of Bright Horizons Family Solutions, described ESI to *School-Age NOTES* as "the marriage of a traditional after school program that has recreation outside and arts and crafts, table games, and theme-based activity choices inside with the value-added component of small-group tutoring."

ESI has programs in six schools in Dallas and two in East Tennessee. It also has contracts pending for schools in Mississippi and more schools in Texas and Tennessee.

The company press kit describes Educational Solutions, Inc. as having "designed an innovative after school program that emphasizes the individual academic needs of students." ESI's management believes that its after school programs with individualized academic instruction provide a value-added choice to parents, children, and school districts. The press release continues, "Every child attending ESI receives small group academic instruction and is exposed to stimulating enrichment activities that promote literacy and emphasize the mastery of basic skills. ...Children who are in

(Continued on page 6)

School-Age NOTES

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Evaluating Summer Skills

The issue of measuring outcomes and evaluting the effectiveness of school-age programs has come to the forefront particularly in light of the push for enrichment/academic programs. What may get overlooked are the non-academic skills learned after school and in the summer. The following list can easily be expanded to areas such as socialization, communication, or particular areas of focus such as music. The list could also be used as a pre-test, post-test measure of how your summer program affects each child, and then use positive results as a marketing tool to let parents and the community know what children "learn" in your program.

This list was originally developed by the McNeilly Day Home, one of the original "settlement houses" in Nashville, and now named the McNeilly Center for Children. The following is the introduction to the article originally titled "Skills and Kids" appearing in our May/June 1987 issue of SAN:

Wondering if you are providing developmentally appropriate activities? Or, have you been concerned about a particular child's skills? Use this checklist to evaluate both individual skills and the availability of skill-building activities in your program.

Gross Motor Activities

____Jumps rope with ease
____Runs gracefully
____Roller skates (or roller blades)
____Skips with a consistent flow
____Throws a small 4" ball with ease
____Catches a small ball with some skill
____Throws a medium 8" ball with ease
____Catches medium ball with some skill
____Can "bat" to some degree
____Can hop-scotch with some skill
____Has some tumbling skills
____Wrestles on a one to one
____Has a good sense of rhythm
____Enjoys dancing and movement to music
____Kicks an 8" ball with some accuracy

Fine Motor Activities

Arts

____Painting
____Cutting and gluing
____Collage Making
____Box sculpture
____Sand Casting
____Drawing
____Rubbings
____Printing
____Clay

Sewing, weaving, & knitting

____Dye cloth or yarn; tie-dying
____Knit a variety of items: scarves, doll sweaters, ties, belts, arm bands and head bands
____Embroidery stitches
____Pot holders - weaving
____Burlap wall hangers
____Macrame - plant hangers
____God's eyes
____Hand puppets
____Sew curtains, purses, laundry bags, pillows
____Sew and stuff sit-upons
____Patchwork quilts
____Crochet

Building & Construction

____Putting together a variety of types of materials to make a product: Kazoos, insect cages, models
____Building with scrap wood: hammering, sawing, drilling
____Designing & building a project
____Repairing a piece of equipment: fence, benches, sandboxes
____Lego materials
____Unit Blocks
____Popsicle sticks
____Tinker toys
____Erector sets
____Soap box cars

Others

____Billiards
____Ping Pong

Group Activities

____Playing School
____Going on field trips
____Dramatic play
____Hide-and-go-seek
____Organized clubs of other sports
____Playing table games: Monopoly, Checkers, Concentration, Battleship, Card Games, Jacks

Team Sports

____Hockey
____Soccer
____Relay Games
____Baseball
____Football
____Basketball
____Kickball

Developing Real-Life Sk ills

____Collating and other office work
____Setting tables for lunch
____Cleaning up the grounds and buiding
____Cooking
____Sewing to make a profit
____Fundraising projects: bake sales, plant sales, craft sales
____Planting a garden
____Assisting with younger children
____Planning special activities with staff

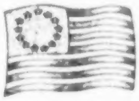
If you use this to evaluate over the summer, you may want to put in a section on water skills if swimming is a large part of your summer program.

The activities listed here can also serve as idea "prompts" if you're still looking for "things to do" with school-agers in your summer or after school program.

School-Age News Broadcast

Decide on roles and assignments for a school-age news broadcast. **Set designers** design the "set" or area where the news anchors who read the news will sit. **Reporters** collect newsworthy information from others in your school-age setting and write a brief report of each news item. **News anchors** read the news when they are directed to by the **News Director**. Don't forget to have a **marketing staff** who plan the commercials that appear throughout the broadcast. You'll also need **camera operators** to construct cameras they can use during the broadcast. Try using a large cereal or soap box with a small plastic or paper cup for the lens. It can be mounted on a stand and add wheels if you can. Produce the news broadcast for others in the program.

Flag Flying



Betsy Ross is credited with sewing the first American flag which had only 13 stars and 13 red and white stripes to represent the original 13 colonies that joined together to form the United States. As states were added, additional stars have been added to the flag on the Fourth of July after each state's admission to the union.

If you were asked to design the American flag, what colors would you use? What symbols? Use colored construction paper and design your own flag. On the back write what the symbols and colors mean to you and why you chose them.

State Birthdays

Kentucky, Tennessee, West Virigina, and Arkansas all celebrate a day in June when they became states. Kentucky became the 15th state on June 1, 1792, and on the same date in 1796, Tennessee became the 16th state. Arkansas became the 25th state on June 12, 1836. West Virginia became the 35th state on June 20, 1863.

Find the date of your state's admission to the U.S. and plan how you would celebrate a centennial, sesquicentennial, or bicentennial anniversary of that date.

Patently Inventive

Many inventors have created useful products that have made our lives easier. For example, Henry Ford completed work on his first car in Detroit on June 4, 1896. He started Ford Motor Company on June 16, 1904 and helped change how Americans would travel for years to come.

The U.S. Patent Office keeps track of inventions that have been created over the years. Registering their new product with this office protects the inventor from someone else using his (or her) idea without permission.

Other new products patented in June:
June 8, 1869 - Ives McGaffey patented the ***vacuum cleaner***.
June 23, 1846 - Antoine Joseph Sax patented the ***saxophone***.
June 23, 1868 - Christopher Lathem Sholes patented the ***typewriter***.
June 25, 1867 - Lucien Smith patented ***barbed wire***.

Find facts about invention patents in addition to these and create a matching game by writing the dates, inventors, and inventions on separate cards for school-agers to match correctly.

Famous Quotes

All of the people listed below have a birthday in June. Reproduce the list of names and list of quotes on paper for school-agers to match the right quote with the right person:

1. Frank Lloyd Wright (June 8)- an American architect who had global impact.
2. Anne Frank (June 12)- a Jewish teenager who hid in an attic from the Nazis for two years during World War II.
3. Wilma Rudolph (June 23)- an African-American track star who won three gold medals at the 1960 Olympics.
4. William Butler Yeats (June 13) - an Irish author and poet.
5. Helen Keller (June 27)- a lecturer, author and activist who was blind and deaf.

Quotes:

a. "Education is not the filling of a pail, but the lighting of a fire."
b. "When the sun is shining I can do anything, no mountain is too high, no trouble too difficult to overcome."
c. "Many persons have a wrong idea of what constitutes true happiness. It is not attained through self-gratification but through fidelity to a worthy purpose."
d. "Television is chewing gum for the eyes."
e. "I shall persevere in spite of everything, and find my own way through it all, and swallow my tears."

Answers: 1. d (1867); 2. e (1929); 3. b (1940); 4. a (1865); 5. c (1880).

Things to think about and discuss:

What do you think about the quote in (a) above? Where do you get an education? Do you receive education anywhere other than school? Make a list of all the places where you might become more educated. What other comparisons could you use to describe education? Draw one of them around your list.

Think about the quotes from Helen Keller, Anne Frank and Wilma Rudolph. These women never knew each other. Based on their quotes, make a list of three qualities or traits that they seem to share. Think of yourself having these same traits and draw a picture of what you could be doing.

Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Debora Phillips* of Lubbock, Texas.

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

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JUNE CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
JUNE DAYS	June is Zoo Month. Make a miniature zoo with animal cracker animals and "natural" habitats.	June 14 is Flag Day. It honors the day in 1777 when the Continental Congress adopted the first offical American flag. Find a picture of that flag.	Four states have birthdays during the months of June (see page 4). Design a birthday balloon or banner for each.	Donald Duck's 65th birthday is June 9. Garfield the Cat began on June 19, 1978. How old is he? Draw a cartoon to introduce these characters to each other.	Father's Day is June 20. Design a Father's Day card for your father, stepfather, grandfather, uncle, or other male role model.
SUMMER DAYS	June 17 is the first of the year's longest days and shortest nights. These extended days last through June 26. Find out how long each day is during this time.	Summer beings on June 21 this year. Draw a mural that shows what activities everyone would like to do during this summer season.	Plan a fantasy summer vacation. Where would you go? Make a scrapbook of pictures from your dream summer vacation.	Brainstorm a list of all the things that you would like to do during your summer program. Be creative and make the list as long as possible.	Let everyone vote for 3 things from the list they most want to do during this summer. Count the votes to get a Top Ten list of things to do.
CRAZY ABOUT CATS	June is Adopt-a-Cat Month. Ask those who have adopted a cat to tell about their experience.	Make a chart to represent how many in your group have pets and the types and numbers of pets they own. How many have a cat in their home?	Conduct research (through books or the computer) to learn about the different breeds of cats. Make a model of a cat using clay or other art media.	Invite a veterinarian or someone from a pet store to talk to the group about different types of cats and how to care for them.	Ask an animal control officer or someone from an animal shelter to talk about their programs and the laws that protect cats. Make a poster to promote cat welfare.
FRISBEE® FRENZY	The first Frisbees® were manufactured on June 4, 1957. How old would the very first Frisbees® be?	Try out as many games as you can that you can play with a Frisbee®. How about Frisbee® baseball?	Brainstorm with the group and come up with a list of other creative uses for a Frisbee®, other than as a toy.	Throw a Frisbee® as far as you can every day for one week. Make a chart to measure your progress. Were you able to increase your distance?	Try to keep a Frisbee® in the air (without touching it!) as long as possible. Use a watch with a second hand to measure how long the Frisbee® remains in flight.
DEMOCRACY	On June 2, 1924, the U.S. Congress granted citizenship to all American Indians. Pretend you were an Indian then, and express how you feel about this. Why?	On June 6, 1872, Susan B. Anthony, an early women's rights advocate, was fined for trying to vote. Make up and perform a skit dramatizing an attempt to vote.	Juneteenth is celebrated on June 19 to honor the day in 1865 when the slaves in Texas were set free. Read a book about the Underground Railroad.	The legal voting age was lowered from 21 to 18 on June 30, 1971. Take a poll in your school-age program to find out what age people should be able to vote. Why?	Find out what you must do in order to vote in your state. Ask your parents or another adult about when they voted for the first time.
PATENTS	Charles Goodyear patented his process for vulcanizing rubber on June 15, 1844. What can you make of 5 or fewer components, one being a rubber band?	William Clarkson, Jr. patented the bicycle on June 26, 1918. Decorate bicycles for a celebration parade.	Be inventive. Think about what product might make life easier now. Draw a picture or write a description and show how useful it could be.	Become an inventor! Create your own new product using modeling clay and toothpicks or straws, or recycled "junk."	Write a letter as if you were requesting a patent on your new product. Include why you think your product is useful.

Washington Notes

by Charles Pekow

Charles Pekow is editor of "Day Care U.S.A." This report was written exclusively for SAN readers.

Partnership Opportunities

Interested in working with your local public housing authority? How about an economic development commission? Or an institute of higher education? If you say yes to any of these, you can share some of nearly $900 million the Dept. of Housing & Urban Development (HUD) is offering this spring. HUD offers 10 categories of grants to improve conditions for public housing residents and to revitalize decaying neighborhoods.

HUD is pushing programs for school-age children as part of its plan. School-age organizations are most likely to participate in the plan if they collaborate with local governments or other community institutions working to fight poverty who will probably serve as the direct grantee. HUD priorities reflect the federal government's emphasis on fighting drug use. But HUD makes clear that it is eager to fund programs that show they will provide youth with constructive alternatives to narcotics–not merely anti-drug education. HUD will entertain applications that promise to start and operate before- and after-school programs and train staff.

Under the Housing, Community Development Empowerment Programs umbrella, HUD invites applications for the following programs:

- **Community Outreach Partnership Program:** Accredited institutes of higher education (including community colleges) and consortia thereof can get grants to help urban communities address social problems such as providing activities and care for youth. Residents, not grantees, will decide activities and grantees must work with community associations–this means school-age associations–from start to finish. Grantees provide research, technical assistance, etc. Deadline: June 9.
- **Historically Black Colleges & Universities (HBCU) Program:** Grantees will address community development issues such as helping start school-age programs as small businesses, training low-income individuals as providers, and keeping kids drug-free. Only HBCUs can apply. Deadline: June 9.
- **Hispanic Serving Institutions Assisting Communities Program:** Hispanic colleges and universities will get awards to help communities address needs such as providing school-age programs, offering provider training, and subsidizing school-age care for grantees' own students. Deadline: June 9.
- **Demolition & Revitalization of Severely Distressed Public Housing (HOPE VI):** Public housing authorities (PHAs) can get grants to improve conditions of residents of run-down public housing. Grantees must plan for support services such as school-age care and mentoring older children. PHAs can use 15% of federal funds for school-age care. Deadline: May 27.
- **Public & Indian Housing Drug Elimination Program:** PHAs and tribes can share funds for drug-fighting activities in public housing and Indian communities. Grantees can provide school-age care while parents attend drug education and treatment and seek employment. They can also provide school-age programs that provide alternatives to drugs. HUD recommends that grantees contract with organizations that provide activities and structured programs, including YMCAs, YWCAs, Boys & Girls Clubs, sports leagues, etc. Deadline: June 16.

For applications and information on other grant opportunities call (800) HUD-8929, or go to www.hud.gov.

It's a Fact:

The percentage of Title I schools offering after school programming jumped from 10% in 1993 to 41% in 1998.

(Finding of the National Assessment of Title I.)

For Profits...

(Continued from page 2)

need of both remedial and/or accelerated educational support services participate in activities that will enhance their academic success."

The ESI programs run a tutorial track using licensed/certified teachers for half-hour sessions with group ratios of 1:6 and focused on reading and math. For these tutoring groups they use teaching staff from the school which gives the advantage of the children and staff already being familiar with each other. When not in these tutoring groups, a 1:15 adult-child ratio is maintained. Program enrollment at each site runs 20-40 kids. Wallace pointed out that one advantage for the tutoring groups is that the kids can be grouped by ability rather than age.

At present ESI after school programs only operate when school is in session. The cost to parents is $35 per week for 36 weeks. In the future it plans to add summer and holiday programs to meet all the needs of working parents.

When asked about its capital and future plans, Wallace responded that it is a privately held company with some investment capital and plans to grow regionally first and then nationally.

Explore Inc. Partly-Bought by Bright Horizons

Bright Horizons Family Solutions has made a minority investment in Explore Inc., a company that provides academic enrichment programs at 80 school sites in seven states. As previously reported in SAN in April 1997, Explore, headquartered in Baltimore, was started by Sarah Whitman, who formerly worked in the Clinton administration. The first program was rolled out in the fall of 1997 with venture partners providing the needed capital. Bright Horizons considered this a "strategic investment." Marguerite Sallee, chief executive officer of Bright Horizons, said, "This was a strategic move, consistent with our commitment to quality, children, and families."

After School and Summer Food Program Expanded

If you are a non-profit or a public school, the following information provided by the Food Research & Action Center (FRAC) can save you money on food for your summer and after school program:

Federal child nutrition funding can provide as much as one-fourth of an after school program's budget, making it possible for programs to expand and improve services and attract more children. Now, Congress has made it easier for after school and summer programs to participate in the child nutrition programs by expanding eligibility and cutting red tape. After school programs run by schools or community-based organizations can now be reimbursed for snacks served to children through the age of 18. In addition, if the state does not require after school programs to be licensed, they can participate in the nutrition programs by simply meeting local health and safety standards.

After school programs located in low-income areas also can receive the highest rate of reimbursement for all snacks for all children regardless of their individual income. This reduces paperwork and increases the funds the program receives. An area is considered low-income if 50% or more of the students in the school serving the area where the program is situated qualify for free and reduced-price school meals. School-sponsored after school programs, whether or not they are located in low-income areas, can serve snacks to children through age 18. Children up to age 12 also can receive snacks and meals in community-based after school programs by documenting the children's household income. While the permutations of age, geographic area, and type of food (snack or meal) are somewhat confusing, the basic fact is that federal nutrition funds are available under a wide variety of circumstances for after school programs.

It is also easier to use the Summer Food Service Program, which can be used to serve up to two meals a day, because sponsors now have more flexibility in choosing a food vendor; can operate up to 25 sites; no longer have a limit on the number of children who are being served; and are given earliest notice by states about the availability of the program.

For both after school and summer programs that use the child nutrition programs, the meals and snacks act as a magnet to draw children into educational, recreational and other youth development programs. And the federal funds help ensure the quality and viability of the summer or after school program.

For more information, check out the Building Blocks section of the FRAC website, www.frac.org, or you can call FRAC at 202-986-2200, ext. 3025 to request the "Building Blocks Youth Program Packet."

NSACA Launches Journal

The National School-Age Care Alliance (NSACA) has announced the launching of a professional journal designed to inform and educate school-age care professionals and advocates about research and practice in the field. The Journal will be published semi-annually, with the first edition set to debut in Fall, 1999. The focus of the Journal will be on current research and effective, innovative practice.

Articles will report on research findings and concepts that have application to the field of school-age care, extending both the knowledge base and effective practice. Articles on effective practice will offer successful ideas, methods, and strategies that will be useful to out-of-school-time practitioners. Other articles may include book reviews, emerging trends in the field, creative ideas that will enhance program quality, etc.

The editorial committee is soliciting manuscripts for the Journal. To request Author's Guidelines for submitting a manuscript, call the NSACA office at 617-298-5012 or go to the NSACA web site at www.nsaca.org.

Correction

In our April issue there were two errors in the article about the collaboration between Teaching Strategies and the National Institute on Out-of-School Time (NIOST). The training workshop using *Caring for Children in School-Age Programs* is a **2-day** workshop, not a 20 day workshop as we reported. We also misprinted the website address. It should read: **www.wellesley.edu/WCW/CRW/SAC/index.html**.

SAN regrets any inconvenience these errors may have caused.

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PERIODICALS

May 1999

RESOURCES

NIOST Summer Seminars

The National Institute on Out-of-School Time (NIOST) will be sponsoring their annual *Summer Seminars for After-School Program Professionals* from Friday, July 9 through Thursday, July 15, 1999 at Wellesley College in Wellesley, MA.

The ***Effective Management*** seminar is designed for program directors and site managers from community-based and public school settings and will review the components of operating quality programs.

The ***Advanced Leadership Institute*** is for experienced directors and leaders in the school-age field and will feature case material from participants on the major challenges they face.

This year a 2-day workshop called ***Quality Advisor Training*** has been added that will help program directors and/or consultants with supervisory experience develop their skills in providing technical assistance to after school programs.

Enrollment for the seminars is limited so act quickly. For more information, contact Lillian Coltin at NIOST by calling 781-283-2539 or send her email at lcoltin@wellesley.edu.

Web Resources

We found these two websites that offer important information on school-age programs:

www.gse.uci.edu/schoolage – An online center called After-School Training and Resources Center dedicated to promoting high quality after school and school-age programs in California, but also has national information and resources. It is a result of collaboration between the Dept. of Education at the University of California at Irvine and the California Dept. of Education. A very complete website on after school programs with good information on starting, funding, programming, California's credential (called a permit), and many articles.

The most important part is "Web Links." For information on "starting, building organization, staffing, day-to-day programming" go to Web Links then to "Research and Evaluation Reports" then to "School-Age Child Care" then to "The Hours We Can't Be Home Alone Series."

For ideas about information to put in proposals, such as "needs of children, families, and society" go to "Project Resources."

www.tutormentorconnection.org – This site, "Tutor/Mentor Connections" has great ideas for tutoring and mentoring children and youth, particularly at-risk kids. Also has ideas on organizing programs and using businesses and mapping services to help.

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The Challenging Parent

by Jennifer Glazier & Cara Gordon

***Editor's Note:** Jennifer Glazier and Cara Gordon, through their "Survival Kit Workshops" have talked about positive ways to work with parents. However, they often receive questions about "difficult" parents. The following are suggestions for working with "The Challenging Parent."*

We all have one, the parent who is never satisfied with the program. The parent whose arrival we begin to dread beginning as early as snack time. Not to be confused with the parent whose concerns are valid and constructive, this parent can't understand why their child isn't eating organically grown fruit, completing all their homework assignments for an early admission to Harvard, and remaining immaculately clean while performing as the star goalie on the after school soccer team. To deal with *this* parent, we offer the following suggestions:

1. Keep your cool: You are a professional and as such, you must remain calm and collected. Do not take criticisms and complaints as an attack on you personally. Deal with all complaints in private–not in front of the children or other parents. Above all, do not get drawn into an argument or a battle of wills. If you need help, enlist aid from your supervisor or another staff person. Support your fellow staff members as needed. If a parent is complaining about someone on your team, let them know you will look into their concern, but show confidence in your team member and support them as best as you can.

2. Document everything: If a parent comes to you with a complaint, make sure you write it down and keep it on file. Document and follow through on ALL complaints–even if they seem trivial. This is also helpful to pinpoint exactly what the complaint is–tell the parent you need to write it down and ask for clarification and more information. Try to get specific examples of the incidents in question. This may also reveal a pattern of complaints that can help you head them off in the future. When a complaint is addressed, document the outcome and any follow-up plans related to it as well. Keep the rest of the staff informed–if they are aware that Jake's mom would prefer he not come home with painted fingernails, it is less likely to happen again. An informed staff will also ensure that all dealings with this parent will be as consistent as possible.

3. Take your time: If you don't know all the details of a situation or you are feeling caught off guard or intimidated by an angry parent, do the following: Listen to the complaint. Paraphrase it back to the parent to make sure you understand their concern. Tell them you understand their concern and that you need to look into the situation or discuss it with your staff team. When you are ready to touch base with the parent, in person or over the phone, you will have had an opportunity to calm down and get the details you need to defuse the situation.

4. Clarify miscommunications: If the parent is getting information second-hand from their child, the possibility exists that the information will be incomplete or incorrect. Determine exactly what the child has told his parents, then describe what really happened. Be careful not to accuse the child of lying.

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Impressions of NSACA '99

by Rich Scofield, Editor

Having just returned from San Antonio and the 11th Annual National School-Age Care Alliance (NSACA) Conference, it seemed appropriate to share some of my impressions, relate some of the experiences, and report on my predictions. (Fortunately, I was off the mark.)

For NSACA this conference represented several firsts. It was the first time that the major responsibility for the conference shifted from the host state to NSACA— responsibilities such as program, registration, exhibits, printed materials and mailings were now NSACA's responsibility. The first time a professional conference planning company was hired to handle registration and exhibits. The first time a focus on administration was offered. And the first time conferees had to choose which workshops they wanted to attend at the time they sent in their registration.

● Attendance was over 2000 (including presenters) with the 2000th attendee registering on Saturday. I had predicted 1700-1800 based on 2000 in Seattle and Orlando.

(Continued on page 6)

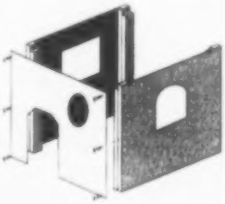
Service Project Idea...

Building a Dream House

"because every child needs a place to dream"

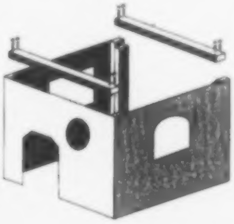
Charlie Allen is a man with a dream, and he's hoping the dream catches on throughout the U.S. His dream is to provide a 16 square foot "dream house" for every kindergarten class, Head Start program, or any place children gather to play and learn.

Allen, a retired early childhood educator from Nashville, has spent his retirement years designing and building these dream houses for child care programs around Nashville. With his experience in education, he's all too aware of the lack of funding to teachers and schools for "extras" like play equipment. He and others that he encourages to take up the banner, volunteer their time and materials to build, or help children build, their own dream houses.

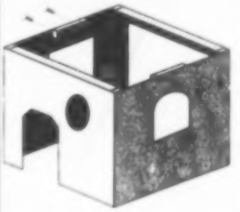


Now Allen has launched the Dream House Project with the hope that nationwide individuals and groups will take his simple 10 step plan and build dream houses for programs in their own areas.

The plans are simple (some sample diagrams are included here), and Allen insists that materials should cost less than $50. He says if you spend more than $50, you're spending too much. Local lumber yards or home repair stores like Home Depot might be willing to donate some of the supplies for this project. All the materials that are needed are 2 sheets of 1/2" plywood (BC grade), 6 2"x4"x8" boards, 60 21/2" drywall screws and 12 1" drywall screws. The only tools you need are a skill or hand saw, jig saw, pencil, straight edge, drill with phillips bit, tape measure, sand paper. Additionally you may want paint or wall paper for decorating the house when it is completed.

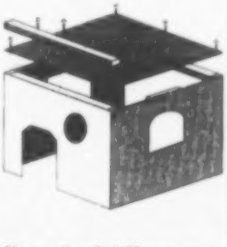


The design is relatively simple, basically a square box with a flat roof. There is a door, a round window, a "shuttered" window, and a third rectangular window designed for puppet shows. Other optional attachments can be added to the house to give it a unique appearance. The goal of the house is to simply stimulate children's creativity, give them a place for solitude to pursue their own dreams, or for dramatic play.



A Great Service Project

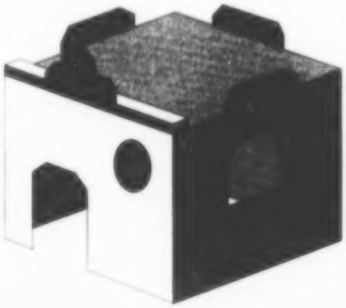
So where do school-age programs fit into the dream? The Dream House Project can be an ideal service project, especially during the summer months when there is more time to spend on longer projects. School-age programs with older school-agers can build a dream house for the younger school-agers, or even for themselves. (The plans can be modified slightly to allow for larger doors for entry by larger bodies!) Or school-agers can survey the surrounding community for early childhood programs or Head Start programs that could use a dream house for their young ones, and build a house for them. Parent volunteers can be enlisted to help with the building. And Allen suggests letting the children for whom the house is being built participate in the design, decorating and/or painting of the outside of the house, so that it becomes truly theirs.



Allen encourages an extended environmental lesson for all the children involved in the project. Have a tree planting ceremony on the day the house is built. The children learn that when the tree they plant that day matures in 20-25 years, there will be enough wood for two more dream houses to be built!

Allen provides the plans for building the dream houses free to anyone who asks. A website with the plans can be found at http://peabody.vanderilt.edu/projects/general/dreamhouse/index.html. And School-Age NOTES will mail you a copy of the plans when you send a self-addressed stamped envelope.

Whether it's for your own program or for someone else, build your "dream house" today!



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15 Years Ago in SAN...

A Creative Writing Class in a School-Age Program

by Martha Whitmore Hickman

Editor's Note: *A creative writing class like the one described here is ideal for the longer hours of the summer program, but can be effectively used in the after school hours as well. The writing experience encourages a sense of self in children, especially older school-agers, and can help them in their emotional development.*

The class in creative writing for children is in its second year now. It is part of an after school program operated by a church to serve the children in its neighborhood of housing projects, single family homes, dry cleaning establishments, country music studios, university buildings, and a big city hospital. The writing class meets one afternoon a week, for about an hour.

The class began as a way of helping children honor and express their *innerness*—that view of the world which is unique to each of us, shaped by our life, and which I feared, in crowded homes and schools under the anesthesia of television, might not be allowed to claim its rich, life-savoring place.

How Does It Work?

The program director pre-registers the children and, at my request, limits the number to eight students from among the 4th, 5th, and 6th graders. (The first year attendance was more random and we had everything from first to sixth graders.)

When the children first come, we make out name tags: it is important that all of us know each others' names. I talk about what kind of writing class this is going to be. I tell them (they grow very quiet) that no one in all the world has had just the experiences they have had, that each of them has special feelings and stories that are theirs alone, special fears and hopes, and that that is what we're going to write about. I tell them we are not going to worry about spelling or punctuation—that those are important things and if they want to ask me to spell a word, I'll be glad to do it—but that's not what this writing class is about.

The class began as a way of helping children honor and express their *innerness*.

Then I may read some evocative story or perhaps something another child has written—from *The Me Nobody Knows*, or some things I've collected from my work with children.

I hand each child a clipboard to use. (They pin their nametags to them at the end of the session, assuring themselves of some ownership and continuity when they come back next week.) They also receive a pencil and several pieces of paper.

What to write? Always "anything you want." But some children need prompters to get started. I have on newsprint some possible subjects: What I Love About School; What I Hate About School; What I Think About When I'm Lying Awake in the Dark. Sometimes I post fragments of sentences: "One day I was walking past a dark doorway…" or "Sometimes I wish my mother…" or "…my father" or "…my house." Sometimes I bring magazine pictures that seem to suggest a story. I keep available for browsing an envelope of index cards with suggestions: "What if you woke up one morning and you were invisible…" Or, "What if you went into the kitchen and some mice were having a party under the table?" Or, "If you were God, how would you make the world?" If they still have trouble getting started I might suggest, "Why don't you write something about your family?" Or, even (a technique for getting past writer's block) "Write about how hard it is to think of something to write."

The atmosphere is loose, free — though I do press for quiet and attentiveness to work. But we are colleagues. It *is* hard to write. I am there to listen and encourage.

What do the children write? Often just two or three sentences put together. The stories are short—never more than a page, though some children will write three or four stories at a session. The stories may be full of internal rhyme and nonsense. They may be a reflection on nature and the state of the world, accounts of an embarrassing fall in school, or wishes expressed (for the first time) that a father had not died or that there was not so much killing in the world.

Sometimes, at the end of the hour, the children will choose to read their stories aloud. We are attentive—it is one of the few rules: if anyone is willing to read their work—which is a scary thing—we will be considerate, quiet, polite. We owe it to each other and to the occasion.

Between the weekly sessions, I type up the work on half sheets of [letter size] paper. I show the authors copies but I have kept the original. At the end of the term, I give each child his or her book—all the pages, typed, with a title page and sliding plastic spine, bought at the stationery store and cut to fit. It is a thrilling moment. Intent, proud, a little embarrassed, they turn the pages, reading. Their faces are illumined. "I expect you'll keep these books for the rest of you lives," I say, and they nod. They mean to—it is that important.

Martha Whitmore Hickman is a Nashville author with several children's books, including When Can Daddy Come Home? *about a child with a father in prison. She more recently published an adult novel titled* Such Good People.

This article originally appeared in the May/June, 1984 issue of SAN.

BEST COPY AVAILABLE

Wacky Olympics

Celebrate summer with a fun and silly Olympics competition. Some ideas for games:

- Potato Sack Race
- Water Balloon Toss
- Pie Eating Contest: use small bowls filled with whipped cream for pies…no hands!
- "Dizzy Dash": spin each contestant around five times and race for the finish line.
- "Flipper Waddle": each contestant wears swimming flippers then races for the finish line.

Come up with your own ideas to add to this list. Present medals or ribbons for both winner and wackiest finish (number of times falling, etc.).

Field Trip Activity Box

Make your field trip bus rides more fun for everyone by packing a field trip box.

Use a sturdy plastic box or milk crate to put in supplies like books, paper on clipboards, pencils, markers or crayons, string (for Cat's Cradle games), travel games (decks of cards, trivia games, etc.) and information about your destination. Use empty plastic peanut butter jars with lids to keep small objects like pencils or crayons in one place. See page 5 for more bus activity ideas.

DJ for a Day

In the May issue creating a school-age television news broadcast was suggested. Now how about a radio show?

Meet with the group to decide what type of radio station the school-agers want to develop and make up a name for the station. Choose one or two of the kids to be broadcasters and choose radio personality names.

All radio stations have news broadcasts, so some children can write short news stories about events that are happening at the school-age program. You'll also need some commercials to read between songs. Kids can make up silly advertising jingles for their favorite products.

Invite children to bring in tapes or CDs of their favorite songs to play on their radio show. (You may want to check their selections for appropriate lyrics before playing them.)

When the show is ready, the kids can record the broadcast on a blank cassette tape using a tape recorder. When they're finished recording they can rewind the tape and play it back for everyone to hear.

Make this an ongoing summer project so all of the children who wish to have a turn at being broadcasters can have a chance.

As an extension of this project, either before or after you have your own broadcast, try to arrange a field trip to a local radio station to see how one really operates. Or invite a local radio personality on a popular station to visit the program.

Cloud Watching

On a cool morning, have the children lie on their backs outside and watch the clouds move through the sky. Give each child a sketch pad and pencil to draw what they see. Encourage them also to write down their observations of the cloud formations. Collect the observations and drawings for a display everyone can enjoy.

Millennium

Play a game in which each child in turn says "I'm preparing to enter the next millennium and I'm taking with me…" As this phrase makes its way around the circle, each player repeats all the items already proposed and adds one of her own.

A variation on this game can be "I'm on my way to the next millennium, but I'm leaving behind…" (wars, famine, etc.) See page 5 for more millennium activities.

Recycling Crayons

We all have baskets of old broken crayons around, and it seems that many school-agers would rather use pens or markers to write with. Here are a few ideas to transform those old crayons into fresh new activities.

First, simply remove all the crayon wrappings and use an old cheese grater to shave the crayons.

- Sprinkle the crayon shavings onto construction paper and lay the paper in the sun. The colored crayon bits will melt into a beautiful new art creation.
- Spread crayon shavings between two pieces of waxed paper. Heat the waxed paper with a warm iron to melt the crayon. Trim the edges of the paper and hang in a window.
- Add other treasures (leaves, twigs, bits of fabric) to the waxed paper and make it into a colorful placemat.

Byline…

This month's **Activities** and **Curriculum Corner** pages were written by *Jenni Dykstra* of Glendale, Wis.

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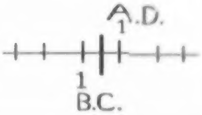
43 Activity Ideas

The minimum number of Activity Ideas in this issue is 43.

JULY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
JULY DAYS	On July 1 the U.S. Congress authorized the first postage stamp. Take a field trip to your local post office to see how mail is sorted and routed.	July 5, 1810 is the birthday of *P.T. Barnum*, creater of the Barnum & Bailey Circus. Hold your own circus, with clowns, gymnasts, "lion" tamers, etc.	July is *National Tennis Month*. Ask families to loan their tennis racquets and practice hitting balls against the wall. Or go to a public tennis court for real games.	July 7 is Japan's *Star Festival*. Children tie poems to bamboo sticks and offer them to the stars. Write your own poems to celebrate this day.	July 1 is *International Juggling Day*. Learn how to juggle bean bags, balls or handkerchiefs. Invite a juggler to the program for a demonstration.
SAND ART	Color sand by mixing in a bit of dry tempera paint. For lighter colors use salt instead of sand.	Use the colored sand to make interesting designs. Drip glue onto tagboard and sprinkle the sand onto the glue.	Sand bottles: Pour sand into a clear plastic bottle through a funnel. Layer different colors. Use a toothpick to shift the sand layers for a "wavy" look.	Add water to a bucket or sandbox full of sand. Create sand sculptures and have a sand museum.	Ask families to bring back samples of sand from their vacations. Create a display of the different types. Note where they're from and differences in color and texture.
YEARBOOK CLUB	Start a yearbook that will chronicle your program activities throughout the summer. Begin by asking kids to draw pictures of their favorite summer activities.	Get one or two disposable cameras. Give these to the children and encourage them to take photographs representing your summer activities.	Assign some children to be reporters for the yearbook. Have them interview other children and staff about the activities taking place.	Glue all of the stories and pictures onto white paper. Let the children trim the photos and decide on the order of the pages.	Make copies of the yearbook for everyone. Keep a color copy of the yearbook for the program.
MILLENNIUM	With sidewalk chalk, create a timeline in millennia. Show both B.C. and A.D. 	Design a logo to commemorate the millennium. Use it for T-shirts or book covers.	Play a game at least a millennium old. For example: dominoes (3500 B.C.), marbles (2000 B.C.), or checkers (1000 B.C.).	Write a letter to the future. Tell about your life, food, games, tools, education, energy sources, etc. Write it for someone to read in the year 3000.	Illustrate your letter with as many pictures and newspaper clippings as you can, documenting prices, styles, and how things look.
BACKWARDS	Have a *Backwards Day*. Do everything the opposite of normal. Walk backwards; eat on the floor instead of tables. Reverse your entire daily routine.	*Mirror Writing*: Write a secret message by writing the letters and the word order of the sentence backwards. Hold it up to the mirror to see the message.	Tape paper to the underside of a table. Kids lie on their backs and draw pictures upside down.	Try saying the alphabet or something like the Pledge of Allegiance backwards.	Have a backward relay race. Walk backwards to the finish line. For a variation, walk backwards while carrying a ping pong ball on a spoon.
ARE WE THERE YET?	*Roadside Scavenger Hunt*: Before you leave on a trip, make a list of objects children might see out the window. Work together to find all of the items.	*Countdown*: Look for numbers that you can see from the window of the bus. Start with the number 100, then find 99, 98 and so on.	*1-1000*: Leader thinks of a number between one and one thousand. Children take turns guessing; leader says "higher" or "lower" to help them deduce the correct number.	*Spell It*: Write the letters of the alphabet on small pieces of paper. Put the letters into a hat. Players each choose five letters to try and make a word.	As a group watch for signs that provide a first line. Add a second line to make a rhymed couplet. For example: *Bridge may freeze... Drive slowly please.*

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Washington Notes

by Charles Pekow

Charles Pekow is editor of "Day Care U.S.A." This report was written exclusively for SAN readers.

About 62 communities will get grants under two new federal programs to protect children from violent crime. And school-age programs that work with other youth-serving organizations can take part, so talk to your school district about applying and getting in on the act.

For one, the Safe & Drug-Free Schools & Communities program will award about 50 three-year grants to school districts. Available: $180 million. Urban districts can get up to $3 million; suburban ones, $2 million; rural and tribal ones: $1 million. Grantees must address the following conditions (though they may add others): safe schools, substance abuse prevention, violence prevention and intervention, mental health, early childhood development and education reform. Applicants must assess their need for after school programs. Awardees must cooperate with a national evaluation and must spend at least 5% of grant funds for an outside local evaluator.

For applications, see www.ed.gov/offices/OESE/SDFS, or call 800-638-8736, select Option 2 and ask for SL 336 or for Fax-on-Demand, select option 1, then Option 2 and follow directions to enter codes 9081 and 9082. **Deadline: June 1.**

Meanwhile, the Office of Juvenile Justice & Delinquency Prevention (OJJDP) announced a grant competition for the Safe Start Demonstration Project. OJJDP will fund community-wide systems of services for children exposed to or at risk of exposure to violence.

OJJDP plans to fund 12 projects to stop and reduce the impact of family and community violence. (Communities also serve school-agers if they show the need.) Grantees should expand existing partnerships among early childhood educators, health (including mental health) providers, professionals in family support, domestic violence, substance abuse, child welfare, crisis intervention; and legal systems. The projects can serve children and their families who have been victims "of abuse, neglect, or maltreatment or a witness to domestic violence, or other violent crime."

Projects can last five and a half years, divided into three phases. During Phase I, the first year, programs must assess community services and plan. In Phase II, 18 months, they will start new services. During Phase III, the last three years, projects will implement what they've planned. During the second year of the phase, projects must figure out how to keep activities going when the federal funds expire. During the last year, they must develop long-range plans. (OJJDP must approve progress every year before it gives additional funding.)

Grantees can get up to to $670,000 for the first phase, $1.09 million the second, and $670,000 the first year of the third phase, with declining allotments during the last two years. Programs must address the needs of victims of different races, ethnicity and gender.

Only state, local and tribal governments can apply as lead applicants, but non-profits and for-profits may join as partners. Contact OJJDP, c/o Juvenile Justice Resource Center, 2277 Research Bouldevard, Mail Stop 2K, Rockville MD 20850, www.ojjdp.ncjrs.org/grants/current.html, (800) 638-8736 (request SL 334), puborder@ncjrs.org. **Deadline: June 14.**

NSACA...

(Continued from front page)

- This year the professional development and public policy forums were under the heading of a preconference Professional Leadership Day and included a separate sign-up and charge of $45 aside from the 2-day conference fee and registration. I predicted 400 — pre-registration was almost 600.
- One workshop on Saturday on staff training had 406 people pre-registered for it. I would never have predicted those numbers.

My sense is that there was a shift in who attended this conference from previous years. I think the percentage of administrators and directors increased and front-line staff attendance decreased. Perhaps as more staff are staying longer in programs and more staff are becoming site coordinators with more responsibilities their need for higher level professional development opportunities has increased. It is also harder to send front-line staff because of the uncertainty of staffing due to staff shortages.

One other stunning recognition was the number of people who are involved with NSACA in some way. Either they have bought the NSACA Quality Standards book or have become involved with accreditation or become an endorser or are involved with a state affiliate or all of the above. It also was significant how far NSACA has come since just four years ago. It was announced that it has grown from a budget of $30,000 in 1995 to a budget in 1999 of over $1 million and from no staff in Boston in 1995 to five budgeted staff positions now.

- Preregistration figures indicated 96% of attendees were women. I was surprised by this because at past conferences there had been a steady increase of male attendees—as much as 10-15%.
- We heard about cities where after school care was a major issue in mayoral races with each candidate outdoing themselves in what they would provide if elected. It seems that the concept of after school care is something the general population "gets." It doesn't hurt that the federal government has focused so much money and attention on it either.
- Other firsts included the first time a U.S. Vice-President has sent greetings which were printed in the program and the first time a celebrity welcomed us in person – Vikki Carr, the singer, who delivered an inspirational welcome.

So what does next year look like?

NSACA 2000 will be hosted by the Pennsylvania School-Age Child Care Alliance (PennSACCA) in Pittsburgh, Pennsylvania April 14-15 with the preconference Professional Leadership Day on Thursday, April 13. It will be held at a convention center (no going back and forth between hotels) with the main hotel connected by a walkway to foil bad weather. "Requests for Proposals" (RFPs) for those interested in presenting workshops are due July 31, 1999. See the NSACA web site at www.nsaca.org or call 617-298-5012.

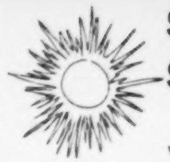
Parent...

(Continued from front page)

rather suggest reasons why the situation may have looked different from the child's point of view: *"Yes, the homework room probably was too noisy for Anne to complete her assignments, in fact, it was Anne's table that was creating the commotion and she neededto be reminded several times about the behavior expectations during homework time."* If the situation comes up often, it is sometimes helpful to have a meeting with the parent and child *both* present.

5. Last resorts: The parent who is continuously unhappy and constantly bombarding you with unrealistic requests probably doesn't realize that everyone else is pleased with your work and your program is fantastic. Requesting that all complaints be put in writing may curb this annoying behavior. Another approach is to have a conference with this parent and show them the number of complaints they have had. Haul out volumes one, two and three and end the discussion with a sentence like, *"It seems like we are simply unable to meet your particular needs. Have you considered moving your child to another program?"* This reality check may be just what they need.

Jennifer Glazier is the Program Coordinator at the Mason-Rice After School Program in Newton, MA. Cara Gordon is the School-Age Child Care Director for the Central Branch YMCA in Boston, MA. Together they are "Survival Kit Workshops," providing training workshops and consultations to after school programs around the country. They can be reached at 617-236-0347 or by emailing: survivalkit @webtv.net. Look for their monthly column, "ON-SITE INSIGHTS" in School-Age NOTES beginning in July.



Summer Sun Alert

It's that time of year when staff at all day summer programs have to be aware of the need to protect school-agers skin from too much sun. The American Cancer Society has stated that even one severe sunburn can double children's chances of getting skin cancer at some point in their lives, even if it's 40 or 50 years later. And cases of skin cancer are increasing by 12% per year.

Some of the issues for programs in knowing when and how to apply sunscreen to their charges include:

- getting 30-50 children adequately covered before letting them go outside
- potential skin allergies to some suncreens
- reapplication after excessive sweating or after being in the pool
- individual state regulations concerning sunscreen application

For example, the Colorado Day Care Rules & Regulations #62D concerning sun protection state that:

1. The center must obtain the parent or guardian's written authorization and instructions for applying sunscreen to their children's exposed skin prior to outside play. A doctor's permission is not needed to use sunscreen at the center.

2. When supplied for an individual child, the sunscreen must be labeled with the child's first and last name.

3. If sunscreen is provided by the center, parents must be notified in advance, in writing, of the type of sunscreen the center will use.

4. Children over 4 years of age may apply sunscreen to themselves under the direct supervision of a staff member.

Also in Colorado, child care centers assume liability for a child's severe sunburn and it may be considered neglect by Child Protection Services.

Programs should determine whether there are regulations in their state concerning applying sunscreen to children in child care programs, as well as be aware of general principles concerning the application of sunscreen:

✔ The skin must be completely dry and cool in order for the sunscreen to adhere. Children just coming out of the pool or who are sweaty will still be in danger of sunburn if sunscreen is applied when the skin is not dry or cool to the touch.

✔ The initial application of sunscreen is most important. Apply sunscreen thoroughly on cool, dry skin and all areas that will be exposed to the sun.

✔ Take your time and be sure the first application is complete. Also be sure that you can feel a layer of sunscreen between your hands and the skin where sunscreen is being applied.

✔ Apply sunscreen at least 10-30 minutes before sun exposure.

✔ Reapply sunscreen after swimming, toweling off, or heavy sweating. Waterproof sunscreens means only that the sunscreen stays on your skin for 80 minutes while immersed in water.

✔ Children with very fair, sensitive skin must wear sunscreen and should also wear long sleeve shirts and wide brim hats if exposure to the sun will be prolonged. It's actually a good idea for all children and staff to wear hats for extended periods outdoors.

✔ Avoid going on outdoor field trips, going swimming or having outside play in sunny areas from 10 a.m. - 2 p.m.

SAC Theory & Practice in Print

The 2nd edition of *School-Age Care: Theory & Practice*, by Steve Musson is now available.

School-Age NOTES has been unable to fill orders for this title for some weeks as we awaited the arrival of the new edition.

The new edition has been expanded to include new topics, like working with older children, and has a new cover.

The quoted catalog price of $34.95/ $32.95 for subscribers remains the same. To order call 800-410-8780 or 615-242-8464, write to School-Age NOTES, P.O. Box 40205, Nashville TN 37204, or fax 615-242-8260.

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June 1999

PERIODICALS

RESOURCES

Loving Discipline Resources

Loving Guidance, a resource company in Florida, offers books, videos and music for parents, teachers, caregivers, anyone who works with children on a daily basis.

Resources include those developed by Dr. Becky Bailey, such as the video titled "Touch A Heart, Teach A Mind: the BrainSmart Way to Build Bonds," and the books *I Love You Rituals: Activities to Build Bonds and Strengthen Relationships with Children* and *There's Gotta Be A Better Way: Discipline That Works*.

For more information on these resources call toll free at 800-842-2846 or 407-366-4293 or check the web site at www.bbailey.com.

Community Service Conference

The Points of Light Foundation in partnership with the Corporation for National Service will be hosting a National Community Service Conference June 6-9, 1999 in Las Vegas. While this information may be too late for attending this year, the Points of Light Foundation can be a good resource agency for programs interested in developing community service and service learning projects for their school-agers. Their goal is to engage more people more effectively in service that helps solve social problems and draw upon the talent and resources inherent in the community.

For more information write to the Points of Light Foundation at 1400 I St., NW, Suite 800, Washington DC 20005 or call 202-729-8000, or see their website at www.pointsoflight.org.

Boys Town Resources

Boys Town Press, part of Father Flanagan's Boys' Home in Nebraska, has a variety of resources related to working with children and youth. Resources include those for parents, youth-serving professionals and educators and address such issues as discipline, self-esteem, social skills, substance abuse, character building, and many others. Boys Town also offers workshops and conferences for many of these issues as well.

For more information regarding resources available from Boys Town call 800-282-6657 or 402-498-1320, or visit their website at www.ffbh.boystown.org.

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Editorial

Good After School Care

One Answer to School Violence

by Rich Scofield, Editor

As I start to write this about the tragedy in Littleton, Colorado yet another school shooting has taken place - this time in Conyers, Georgia yesterday (May 20) and there is, in many parts of the country, another month of school to go before summer vacation. By the time you read this you will know if there have been any further tragedies. Without making this one more editorial on what's wrong with today's youth, the family, and American society, I want to express my frustration that after school programs have not been mentioned as a long term prevention program for violence in later school years.

If the two student shooters in Littleton had available to them in their elementary and middle school years a good after school program, would the tragedy have occurred? It is my belief that good after school programs help deter kids from later feeling isolated, rejected by peers, without any value, and feeling they don't have the skills and self-esteem needed to deal with bullies and peer pressure. Being desensitized by violent video games and movies; not having productive life-long hobbies and positive interests; and seeking value and meaning in their lives through negative ways can lead to establishing their worth by one final, grand horrific act that is public.

So what does a good after school program do? It starts by having ratios that allow for a lot of adult conversation with children and youth either one on one or with children's self-selected, peer pairings of two or three children. Through both policies and practices it helps reduce staff turnover which allows for children to establish long-term relationships (often several years) with non-parental adults. Such relationships with one caring adult is often the mitigating factor that allows children to surmount high-risk situations and do well in life.

> **"...Most importantly, [quality after school programs provide] caring adults and safe and nurturing experiences..."**
>
> **— NSACA**

A good program would encourage children to pursue outside interests and special skills that may become transient or life-long hobbies and activities. These could range from rock collecting to soccer. They provide a source for building self-confidence and self-esteem.

A good program would allow children and youth the physical and temporal space to develop friendships. Such friendship-building protects against a sense of isolation and loneliness.

A good program would have established conflict resolution methods that would give children and youth the skills needed to mend fences with friends, fend off bullies, and free them from peer pressure.

As a profession we need to be able to

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Pittsburgh Proposals

Workshop proposals for the National School-Age Care Alliance's (NSACA) 12th Annual Conference in Pittsburgh, Pennsylvania April 14-15, 2000 are due July 31, 1999. Next year's conference will be in a convention center which will eliminate shuffling between hotels for workshop sessions. (See more about the changing dimensions of the NSACA Conference in the June 1999 SAN issue.) According to the application for workshop proposals workshop sessions will be one hour or two-hour double sessions (really 2 1/2 hours if a double session with a half hour break between single sessions).

Last year almost twice as many proposals were submitted as needed. What helps get your proposal accepted? **FOLLOWING DIRECTIONS** like using the application rather than sending a title and resume. When it says "mail six copies (no faxes)," it means it. Copies are distributed to a committee to read and NSACA doesn't want to make copies for over 200 proposals and doesn't want its fax line clogged with multiple copies of proposals.

To receive an application by mail or fax call 617-298-5012 or fax your request to 617-298-5022 or mail to

(Continued on page 7)

On-Site Insights

by Jennifer Glazier & Cara Gordon

Prepare For The Fall, Binder It All!

What items in the office supply store are the solution to the stacks of paper that threaten to take over your program? **Three Ring Binders**. Organizing paperwork into binders is a neat and tidy alternative to overflowing files and cardboard boxes full of magazines, activity ideas, and other resources. Easy to use, easy to store, easy to organize. Get started now and amaze your co-workers in September with your new, improved, "paper management system."

For the ultimate in organization, we prefer the following supplies: Inexpensive clear-view binders (so you can create your own covers) and top-loading plastic sheet-protectors (economy weight is fine, get the clear ones for easy photocopying). You'll never use a hole-punch again! Both items are available at your local office supply store and are within most program budgets.

Where to start? We suggest the following:

- **Programming Ideas:** Get rid of the excess clutter of magazines. Save only the pages you want! The sheet-protectors are great for keeping flimsy magazine pages safe, and ideas can be organized into binders by category (Science, Holidays, Staff Favorites). Idea Binders are a great resource for staff and can be expanded as new ideas, recipes, and activities are discovered. Save all your program calendars in a binder as well. These offer quick ideas and inspiration to future generations of staff.
- **Reproducible Pages:** Mazes, word searches, and other worksheets are handy to reproduce for your group. Put your originals into binders and organize them by category or age-group. When you need a new batch of fresh worksheets, simply take the binder to the copy room and select the ones you want! Great for activity patterns also!
- **Game Instructions:** When did they stop printing the instructions to a game on the inside cover of the box? Keep track of all your different instruction sheets by putting them all into one binder and storing it on the game shelf for easy reference. This is also a great place to save a copy of various score sheets (Yahtzee, Clue, etc.) so you can replenish your supply when you run out.
- **Program Forms:** A binder of masters of all your forms is especially handy for multi-site programs. Each location has their own set, neatly organized and ready to copy when they run out of time sheets or field trip permission slips. Since the masters are in plastic, everyone will remember not to use them or hand them out, they will always be available to copy.

No doubt you've already been saving your issues of *School-Age NOTES* in binders since 1980. It's time to move on to advanced "binderology." There will still be interviewing, hiring, and staff orientation in the Fall, but at least your paperwork will be under control. The days of searching for that blank form or pattern you needed yesterday are over!

"On-Site Insights" is a new column beginning this month. Both authors are school-age program directors at sites in the Boston area and as a team offer Survival Kit Workshops *around the country for staff training. They can be reached at 617-236-0347 or by emailing survivalkit@webtv.net.*

Correction

In our June issue on this page we had information about building a "dream house" for young children. Unfortunately, the website address we listed in that article for more information had a couple of errors in it. The website is: **http://www.peabody.vanderbilt.edu/projects/general/dreamhouse/index.html.**

We apologize for the error.

Editorial...

(Continued from front page)

articulate why providing opportunities for positive social interaction after school is more important than academic enrichment. When are we going to take a stand and put more value on a child's ability to socialize and interact appropriately than on their standardized test scores?

I don't get it. Somehow the adult community and educators are encouraging adult-led academic enrichment in the after school programs and de-emphasizing play and opportunities for socializing during school while at the same time three new books on the importance of play for *adults* (italics my emphasis) have been published and new books and articles are coming out on the importance of social and emotional learning during the school day. What's wrong with this picture? Am I living in Superman's "Bizarro World" where everything is opposite? If play is important for adults (never mind all the studies on reducing stress in adults and adults' need for reflective time) wouldn't play be important for children and if social and emotional learning are important, then shouldn't we take advantage of after school programs' ability to provide this for our children? Wouldn't it be better to provide academic enrichment during the

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Goin' on a Snake Hunt – Part 1

by Gaila Savery

Editor's Note: *The experience described here is an activity that can occur any time of the year, especially summer. Due to the length of the article we are publishing it in two parts.*

I'd like to share one of my favorite ways to spend wonderful Oregon afternoons outside. The equipment you need is minimal: energetic children, your five senses, trust, respect, a first aid kit and a camera (optional). These elements and any outdoor environment can lead to one of the most fun and fulfilling activities you can share with your children—a SNAKE HUNT! Yes, I said "Snake Hunt." (Original idea thanks to Steve Musson.)

A trusting and respectful environment needs to be in place in order to do successful, exciting things with children–like Snake Hunts!

One of the most important aspects to the actual Snake Hunt is the preparation that must be done ahead of time. From the very first day of the school year, we have spent many hours—both in discussions and in actions—reinforcing the concepts of **trust** and **respect**. The children have had a big impact on our definitions of trust and respect, and how it looks and feels to be trusted and respected. We as adults have consciously modeled behaviors that reflected these values at all times. You cannot build a trustful and respectful environment without giving that trust and respect to those you deal with—kids, coworkers, parents, others—on a daily basis. We must be able to communicate our needs, expectations and feelings openly and honestly in order to build trust and respect. These things take time and a lot of work. A trusting and respectful environment needs to be in place in order to do really successful, exciting things with children—like Snake Hunts!

Supportive environment in place, the announcement of an impending Snake Hunt generates excitement, questions, and planning sessions. "Where will we look?" "What will we see? hear? smell?" "How do we show respect to nature and its inhabitants?" What are the boundaries–are there any?" And the most important question: "What will we do if we find a snake?" (My biggest fear!) The children come up with most of the guidelines. I have only a couple: 1) I can see them and they can see me at all times; 2) We practice trust and respect. My personal goal is to observe and participate with children in their natural environment, out of doors. Preparation complete, we can set out on a Snake Hunt.

With that background in mind, I'd like to tell you the story of a Snake Hunt I participated in last fall. It's become one of my, and the children's, favorite "Remember whens." The school–Pleasant Valley Elementary, a country school (but any school would work). The setting–the walking path around the school grounds. The 16 explorers–15 children ages 5-10, and me. Four of the kids–Michael, Carl, Justin, and Leah–profess knowledge of the terrain and the hunt. They are my field guides and Snake Hunters Extraordinaire.

The sun is shining, the fall air holds both warmth and chilliness. We can smell leaves and smoke from woodstoves. The afternoon that looms ahead is full of anticipation and excitement. We are ready to set out with our first aid kit, collection bags, and enthusiasm.

The children are eager and extremely excited about the possibility of seeing, hearing and/or touching a real live snake. We take the south path toward the creek. Going through the open field, eyes are focused downwards to any holes or dirt spots in the grass, because "you know that's where snakes hide." Carl is quite clear on this point.

Feelings of freedom, discovery, trust and respect are being experienced by all of us.

As we continue we enter a grove of oak trees. The path winds in and around the trees, a whole new environment to look at and think about. Leah points out that the grass is gone and snakes could climb trees. Eyes and ears are really darting about now. Someone notices the rustling noise we make moving through the dry leaves and wonders if that would scare the snakes. "Could we step on any?" This thought is not very appealing to many of the hunters.

The children are now spread out up and down the trail, probably about 15-30 yards in front and behind me. They are very careful not to be out of sight around the bends in the trail. They are just as careful not to climb too high in the trees so I can't see them. We have only covered about 100 yards, and haven't seen any snakes. (Yeah! relief!)

Feelings of freedom, discovery, trust and respect are being experienced by all of us. It's difficult to put into words but is so visible on everyone's face. On with the hunt…

Gaila Savery is a Regional Supervisor at the Vermont Hills Family Life Center in Lake Oswego, OR and is the recent past president of the Oregon School-Age Coalition.

See the August issue for the conclusion of the Snake Hunt.

Sleuthing

Have a spy day. Read a mystery. Play "I Spy." Have the group follow clues to find the snacks for the day. Use magnifying glasses to examine footprints the children have made in the sand or dirt. Determine which footprint belongs to whom. Write messages in invisible ink or secret code. Play "Hide and Seek." Find pictures, or live examples, of creatures that use camouflage to hide. Do word searches and "find the hidden picture" puzzles. Dress up in disguise. Draw a special spy tool, like Inspector Gadget's crazy machines.

Dream On

August 28 is *Dream Day*. Do you remember your dreams? Do you dream in color or black and white? If people are bilingual, what language do they dream in? Can you smell things in dreams?

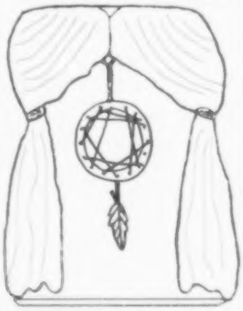
Set aside some daydreaming time. Think about things that have happened or might happen or that you would like to have happen. Keep a journal about your daydreams and check in a few months to see what has "come true."

Dream Catchers

The Chippewa and other Native Americans make dream catchers out of a wood hoop with a web and feathers that hangs above the bed of a newborn baby or a newly married couple. The bad dreams get tangled in the web but the good dreams float through the web, down the feather, and onto the sleeping person in bed.

To make a dream catcher you'll need: 9" white paper plate, 12" of yarn, beads (store bought or hand made paper or clay beads), feather, masking tape, pencil, scissors and a hole punch.

Draw a large ring inside the rim of a paper plate. Cut out the center of the plate to the inner edge of the ring. Then, cut off the outside rim of the plate, leaving the ring. Punch about 16 holes around the ring. Wrap masking tape around one end of the yarn. Poke the taped end of the yarn into the top hole and pull through, leaving about 3" at the end. Create a web by crisscrossing the yarn to fill up all the holes around the ring. Leave the center of the web open. End by bringing the taped end of the yarn back to the top hole and tying this to the other end. Cut a piece of yarn about 8" long. Loop it through the bottom hole and even the ends. Pass several beads up the yarn, and slip a feather into the beads. Knot the ends of the yarn. Hang the dream catcher over your bed.



(Original source: *The Kids' Multicultural Art Book* by Arthur Terzian, Williamson Publishing, 1993.)

Heat Conduction Experiment

Fill three cups with equal amounts of hot tap water. Place (handle side down) a metal knife in one cup, a plastic knife in another, and a wooden knife (or a piece of wood the approximate size and shape of a knife) in the third cup. Stick a pat of butter on the exposed (cutting) end of each knife. All three pats of butter must be the same size. Place a sugar cube on top of each pat of butter.

Ask the children to guess what will happen. Wait a while and watch. The material that lets heat move through it most easily and quickly is the best conductor. The butter on the best heat conductor will melt the fastest and the sugar cube will fall off.

(With thanks to Bill Nye, the Science Guy.)

Solar Bowls

Put two cups of water in each of three bowls that are the same size. Put a few drops of yellow, blue, green, and red food color in two of the bowls. The water should look black from the mixture of colors. Cover one of the bowls of dark water with a clear glass plate or clear Pyrex baking dish. The third bowl has plain water and no cover. Leave all three bowls in the sunshine for several hours. Test the temperature of the water in each bowl with your finger. Which is hottest? Why?

A solar panel makes energy by using the heat-absorbing power of black and the heat-trapping power of glass–like the covered bowl.

End of Summer Medals

Have an end of summer awards ceremony and give out medals to the children for various accomplishments, but make sure everyone gets one. The kids can make the medals and brainstorm on awards to be given. How about "Most Friendly," "Best Listener," "Most Joyful," "Most Helpful," or any others you can think of.

To make the medal, cut out a 3" diameter cardboard circle and cover it with foil. Use permanent marker to write in the type of award. Glue the end of a 3" piece of ribbon to the back.

Byline...

Our thanks and appreciation to Mary Swain Landreth of Orlando, Fla., who has provided many great activities for these pages over the last two years. This month's **Activities** and **Curriculum Corner** pages by Mary Swain are her last.

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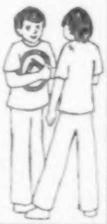
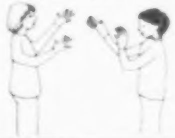
40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

AUGUST CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
SMILE!	August 1-7 is both *National Clown Week* and National Smile Week. Big smiles are catching. Wear one and see how many others you can infect.	Paint smiley faces on paper plates using yellow and black paint. Exhibit them in a "Happy Gallery."	Talk about the things that make you smile. Make a bar graph to show how many happy-making things others in the group share.	Cut apples into "smiles" (quarters). Spread with peanut butter and add teeth–pretend teeth made of tiny marshmallows, and then your own–to eat them!	Show a toothy grin. Count your teeth. Talk about a visit to the dentist. Does anyone in the group have loose teeth? Design the perfect toothbrush.
OPPOSITES	Antonyms are words that are opposites. Give the group a list of words and challenge them to find antonyms for each one.	Make a mirror image. Put a blob of paint on one half of a piece of paper. Fold and smooth it gently. Open carefully and let the paint dry.	Have pairs of children stand face to face and ask one to try and mirror the other as she moves.	When opposite poles of a magnet are brought together, the lines of force join up and the magnets pull together. Use magnets to examine these opposites.	August 13 is *International Lefthander's Day*. Use your nondominant hand to write, draw or eat.
HEAT	Heat is transferred through convection, conduction, or radiation. With a flashlight and a globe determine why we get more radiant heat from the sun in the U.S. in August.	Cold things have slow-moving molecules while hot things have fast-moving molecules. Feel the objects in your room. Are the molecules fast or slow-moving?	When heat moves through an object it's called conduction. Test metal, plastic, and wood to see which is a better heat conductor. See page 4 for an experiment.	Have half the group paint a sunrise and half paint a sunset. Which do you see more of? Which do you like better?	Which surface is more comfortable to walk on in bare feet on a hot summer's day, a cement parking lot or blacktop? See page 4 for an experiment.
COINS	Put a few coins in empty plastic milk containers. Shake them to the beat of a Caribbean tune.	A dollar coin to be issued next year will bear the image of Sacagawea, the Shoshone girl who guided the Lewis & Clark expedition. Find out about her.	New quarters are being minted to celebrate the 50 states. The five coming this year include CT, DEL, GA, NJ, and PA. Find one of each and check them out.	Bring in or ask children to bring coins from other countries. Compare them to U.S. coins. Make coin rubbings using different colored crayons.	Design your own coin. How much would it be worth? What would you call it?
HANDMADE	Paint or draw a mural on butcher paper of a landscape using handprints as the trees, flowers, bird's feathers, rainbow, clouds and bushes.	Make up a secret handshake and teach it to a friend. 	Decorate old gloves (or lunch bags with a glove shape drawn on them) to make hand puppets. Tell a story using the different characters on each finger.	Learn a hand clapping rhyme. Practice and see who can do it the fastest. 	Have a relay race to see which team can fill a pail with water at the finish first, using only cupped hands to carry the water.
CHILL	Freeze sturdy water-filled balloons. Remove the balloon skin. Do they float? What happens if you put salt on them? How long do they take to melt?	Melting, moving glaciers changed the geography of the earth. Put a chunk of ice on a sand hill and see if the shape of the sand changes.	Glue a plastic ornament inside a baby food jar lid. Add water and a pinch of glitter to the jar. Glue top on with waterproof sealant. Shake the snow globe	Conduct an experiment to show that water expands when it freezes. Mark the water level in a container. Freeze and see where the frozen level is.	Serve iceberg punch. Put some ocean (blue Kool-Aid) in a large bowl or clean bucket. Add odd shaped ice chunks. How much of the ice is above the ocean?

Printed on Recycled Paper

Developing SAC Credentials

by Ellen Gannett & Liz Nilsen

Editor's Note: *The National Institute on Out-of-School Time (NIOST) contributes a column on issues in our field to SAN on alternate months.*

In April, the National Institute on Out-of-School Time (NIOST) released its eagerly-awaited survey of emerging credentialing programs for school-age care (SAC) providers. "There is a great deal of activity in credentialing going on all over the country," reports Ellen Gannett, Associate Director of NIOST. "A few years ago there were only a handful of programs. In this survey, we learned about almost two dozen programs in operation, and we know of others being planned."

About 1/2 of the states report that a credential is already available, is being piloted, or is being planned. About 1/3 of the states do not have a credential, nor is one being planned. Nearly half of the 21 identified credentials are offered by a college; approximately 3/4 offer college credit. The survey also found that most credential programs have minimal entry requirements, and nearly all require candiates to pay some fee.

The credentials identified varied widely, from 8 hour competency-based certificates to two year college programs. The survey examined in detail how credential programs were planned and implemented. In most cases, the planning process involved a large group of stakeholders. Successful planning efforts usually had access to paid staffing. One somewhat surprising finding was that planning for the credentials took an average of only about 2 years. In most cases the planning process included defining the core competencies, researching the workforce, designing new college courses, and forging agreements with colleges to ensure college credit.

The survey highlighted several areas of concern as the credentialing effort picks up steam:

- There was often a lack of communication within the school-age, early childhood, and education communities about credentials and other professional development issues. Of particular concern is the finding that many efforts did not engage the public education sector at a time when the schools' role as providers is expanding in many states.

There was a growing consensus [for] a continuum of multi-level opportunities from entry level to masters level [rather than a single national credential].

- Many credentialing efforts did not have a plan in place to collect information about the participants earning credentials. This gap will make it difficult to determine who is being left out of professional development initiatives, or the impact the credential has on the quality of care provided and children's outcomes. Additionally, developing a sustainable professional development system in school-age care will require that this information be made available to public policymakers and parents.
- Many respondents reported anxiety about funding for these programs.

Gannett and NSACA Board Member Roberta Newman coordinated two sessions at the NSACA conference in San Antonio to discuss the future of credentialing for SAC. Among the attending group there was a growing consensus that our field should not be talking about a single credential, but a continuum of multi-level opportunities from entry level to masters level. Participants felt that in order for credentials to be effective, an infrastructure is necessary that:

- links credentials to other forms of training and higher education
- ensures under-represented groups have access to credentials
- links credentials to higher levels of compensation
- addresses language and cultural differences

Participants in one of these sessions recommended to the new NSACA Board the formulation of a new committee, "Pathways to Career Development in School-Age Care" to study all these issues and continue the dialogue.

In the meantime, members of NSACA can read postings on career development or add comments by going to NSACA's website at www.NSACA.org and then logging into the Member's Page. In the Member's Page click on "Professional Development" to read postings about professional development initiatives. If you would like information from your state posted here, send information to the NSACA office by email to lsisson@nsaca.org. (You can also attach documents formatted in Rich Text Format.) Click "Open Discussion" to read and add comments to a threaded discussion on the topic of professional development.

Washington Notes

by Charles Pekow

Charles Pekow is the editor of "Day Care U.S.A." This report was written exclusively for SAN readers.

Six billion dollars in added benefits for child care will come over the next 10 years. Congress approved a federal budget that ensures $3 billion extra for the Child Care & Development Block Grant and $3 billion in child care tax credits for parents. Yet to be decided is how or when to allocate the benefits: in FY2000 or wait until FY2001.

Congress also has yet to decide specifics. It could, for instance, merely add to the block grant or earmark part of the increase for school-age care or other purposes. It also must decide how to distribute the tax benefits.

Stay tuned to future issues of SAN to find out whether any 21st Century monies will be allocated to non-public school-based SAC programs.

NSACA RFPs...

(Continued from front page)

NSACA, 1137 Washington St., Boston MA 02124. At the time SAN tried the web site the application form which had a "button" did not come up but other information about proposals was available at www.nsaca.org.

Editorial...

(Continued from page 2)

school day and provide stress reduction, play and social and emotional learning opportunities during the afternoon?

NSACA, when discussing its mission, talks about the importance of caring adults and safe and nurturing experiences. "Quality school-age programs provide positive social, recreational and enrichment activities, homework assistance, community service opportunities, life skills training, and most importantly, caring adults and safe and nurturing experiences before and after school, in summer and during other school breaks." As referenced in the January 1999 SAN issue, Willard Hartup has stated that: "Indeed, the single best childhood predictor of adult adaptation is *not* IQ, and *not* classroom behavior but, rather the adequacy with which the child gets along with other children."

One of the more encouraging signs that the public may be realizing the importance and long-lasting effects of good after school programs in the lives of children and youth was a column in the *Hartford* (Conn.) *Courant* by the Sheriff of Hartford County. The editorial column's heading was "After-School Programs Prevent Crime and a Whole Lot More." Certainly my hopes are that educators and parents are also getting the message and supporting play, socialization, and opportunities for emotional growth in after school programs.

Summer Ideas

"Garage Sale" of Back Issues Continues!

School-Age NOTES is continuing its "garage sale" of back issues in order to clear space before our August move.

Get tons of ideas for summer programming and after school activities plus discipline, multicultural ideas, administrative tips and strategies, & more.

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For credit card orders call 800-410-8780. Or mail your check to School-Age NOTES at P.O. Box 40205, Nashville TN 37204-0205.

"Binder" Followup

Here's a way to combine what you learned on page 2 in the "On-Site Insights" column with the sale of *School-Age NOTES* back issues mentioned in the previous column:

Purchase the back issues and cut the pages apart by category. For example, take all the pages related to conflict resolution, hiring, summer activities, etc. and create a binder for each category. Divide the monthly activities and curriculum pages by month, creating month-by-month binders for all your activity ideas!

SAC CONFERENCES

INDIANA Sept. 25, 1999 **New Listing**
Annual SAC Conference, Indianapolis
Contact: Linda Orejuela, 317-283-3817

CALIFORNIA Oct. 1-2, 1999
6th Annual "Older Kids Conference, this year called National Middle School Conference
San Francisco. **Contact:** CSAC, 415-957-9775

FLORIDA Oct. 7-9, 1999
FSACCC State Conference, Coral Springs
Contact: 1-888-438-3123

NEW JERSEY Nov. 5-6, 1999 **New Listing**
Annual SAC Conference, Basking Ridge
Rich Scofield, featured speaker
Contact: Silvia Canabal, 973-597-1050

NSACA April 14-15, 2000
12th Annual National School-Age Care Alliance Conference, Pittsburgh, PA
Contact: 617-298-5012

Send us your SAC conference dates!

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PERIODICALS

July 1999

RESOURCES

Resource Organizations

If you don't know about the following organizations and the resources they have for working with school-age children you should:

Educators for Social Responsibility– Resources concerning conflict resolution, social and emotional learning and intergroup relations for all age groups, for school, day care, and home settings. Call 800-370-2515 for a catalog or check out their website at www.esrnational.org.

Search Institute – Focuses on "asset building" especially for adolescents. Offers resources and training on working with young people, including a quarterly magazine called *Assets: The Magazine of Ideas for Healthy Communities & Healthy Youth*. For more information call 800-888-7828.

Gun Safety Program

Given the recent spate of gun shootings in schools, this summer may be the time to introduce gun safety courses or programs to school-agers. We may not want to admit that our children are vulnerable to the dangers of guns, but the nightly news indicates otherwise. Teaching children the dangers of firearms before they are presented with an opportunity to use them may be the key to saving their lives.

There are gun safety programs provided by various organizations, notably the National Rifle Association's *Eddie Eagle® Gun Safety Program*. And regardless of anyone's personal feelings about the NRA or gun control, the organization is taking the lead in gun safety for children.

For more information about the Eddie Eagle® program and whether it's suitable for your school-age group, call toll free at 800-231-0752 or go to their website at www.nra.org/eddie/eddiemain.html.

Corporate Conference

What used to be the area of corporate child care—center-based care and projects to support working parents paid for or supported by employers—is now the field of *work/life issues*. The field's professional association, **Alliance of WORK/LIFE Professionals (AWLP)**, is holding its annual conference February 2-4, 2000 in New Orleans. If you are interested in this area of child care/parent support/working with employers and want more information about the conference, contact AWLP at 703-684-8396 or write to AWLP, 515 King St., Suite 420, Alexandria VA 22314.

Volume XIX #12 The Newsletter for School-Age Care Professionals August 1999

School-Age NOTES

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PS 027772

Enrichment Programs Follow-Up

by Charles Pekow

Though no one is making money at it yet, newfangled enrichment programs are still tearing up the national landscape of school-age care. Two of the three companies that sent shock waves down the spine of traditional providers over the last three years (*SAN*, April 1997) are still going strong. Company CEOs say they are plowing most of their revenue back into the programs instead of stockholders' pockets. But they expect their patient investors to get a return sometime next year. The third company, however, has stepped back and taken a new direction.

Voyager Expanded Learning, the original program, now licenses curricula in 41 states and is growing 300% a year, expecting to serve 265,000 children in nearly 1,000 school districts this year. "We're still spending like crazy on research and development. We aren't a profitable business [and] don't plan to be until 2000," says Chairman Randy Best.

Like the children it teaches, Voyager is still learning what it needs to do to supplement its "learning is fun" curricula. Early on, the company learned it had to provide a snack and free period. More recently, it saw the need to foster parent involvement in maximizing their children's learning experience. "We provide each parent a parent guide so they are able to follow daily what their child is learning, what questions to ask, what tapes to rent, what books to read; so they can discuss intelligently with their children what they are learning," Best says. "We use parents very aggressively on a volunteer basis. We teach the child every day one thing to go home and teach their parents."

Voyager also plans to start an after school program for middle schoolers this fall, with more intense and longer units for the sixth to eighth graders. Voyager is developing two one-semester-long units. One will teach early adolescents about law and justice, featuring mock trials, an exploration of the American legal system complete with visits to real courtrooms, study of the origins and history of law and discussions of justice, responsibility and applying the law evenly and justly for all citizens.

The second semester features an "American Dream" sequence. It "will trace the origins of families, how they got here, why they are here, whether the American dream is alive today and 'is the promise of the future as great as promises of the past.'" Best said.

Voyager's main competitor, Explore, meanwhile, continues to take the nation by a somewhat smaller storm. It operates in 99 schools in Massachusetts, New Jersey, Pennsylvania, Maryland, Delaware, Tennessee and Georgia. It plans to double the number of sites it's serving by fall.

"We're doing extremely well financially, "says Explore CEO Sarah Whitman. "We are focusing on the kids. Because of our high growth, we continue to pour capital back in the business. We are looking at quite a few years as you invest in quality and growth operations. Investors are still investing. We will probably break even next year.... As you continue to grow, that break even point continues to change."

(Continued on page 2)

INSIDE

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New Feature–*Program Profiles*–Needs You!

Beginning with our September 1999 issue of SAN (which also begins our 20th year of publishing this newsletter!) a new regular feature called "Program Profile" will be added. This is our chance to celebrate the variety and diversity of school-age programs that have developed in the last 20 years, and your chance to learn what other programs are doing about fees, staff/child ratios, number of children, space issues, programming, etc. We need programs of all types to share with us how your program faces these issues plus show off your staff and children.

The *Profile* feature will have a long version and a "mini" version that run on alternating months. The mini version, called *Photo Profile*, will feature a photo of children and staff engaged in some kind of activity, along with statistical information on the program and an explanatory caption about the activity going on in the photo - hopefully the more unique the better!

The longer version of the profile, called *Program Profile*, will give more in-depth information about the program: in addition to the basic statistics, we

(Continued on page 6)

On-Site Insights

by Jennifer Glazier & Cara Gordon

The Whole Kit-N-Caboodle

Do any of these situations sound familiar?

- There is a group of children who are "best friends." On any given day, one of them will be designated "the outsider." (There seems to be a rotating schedule with no rhyme or reason.) The excluded one can't seem to find anything to do…
- Short staffed again! Of course, the daily activity was to have been planned by the absent member of your staff…
- Surrounded by craft materials, board games, playground equipment and books of all kinds, a child will still manage to complain, "There's NOTHING to do"…

With a little forethought and planning you can create "Individual Activity Kits" that will help to address these situations (and many more) that contribute to the headache that is a daily part of running your program.

Things to keep in mind when creating your kits:

✔ Have three or four kits available and accessible at all times. Each kit should contain all the supplies needed for the activity. A shoe box works fine–more elaborate kit boxes can be ordered from office supply stores.

✔ The activity should be easy enough that a child can do it without adult supervision–include simple directions or a resource book if needed.

✔ Make sure you have several different types of kits available–not just craft projects. Rotate them on a monthly basis.

For example, the "Letter Writing Kit" might include: stationery, (or blank paper and rubber stamps), envelopes, pens, pencils, postage stamps, and some addresses. *The Children's Address Book* (by Michael Levine, Berkeley Publishing Group) makes the kit complete by listing addresses of popular musicians, sports figures, and more. Instead of including the child's home address, use your program address and see what you get in return!

The possibilities are endless: Friendship Bracelets, Paper Airplanes, Beading, Circuits and Bulbs, Code Writing, God's Eyes, Jacks, Palm Reading, Weaving Loopers, Charades, Sewing, Newspaper Reporter, Mazes, Card Houses… Need more ideas? Check out *The Kids Travel Book* from Klutz Press.

Not only will these kits benefit your after school program, their portability makes them great for taking outdoors in the summer!

"On-Site Insights" is a regular column appearing in SAN each month. Both authors are school-age program directors at sites in the Boston area and as a team offer Survival Kit Workshops *around the country for staff training. They can be reached at 617-236-0347 or by emailing survivalkit@webtv.net.*

Enrichment…

(Continued from front page)

The third company, Sylvan Learning Systems, Inc. played hooky last year after running experimental programs. At the end of the 1997-98 school year, Sylvan closed programs it operated in more than 30 schools to re-evaluate. The company finally decided to resume producing Mindsurf curricula with the National Georgraphic Society, but license it to schools like Voyager is doing, instead of running the programs itself, like Explore.

One insider who asked not to be identified said, "I think (Sylvan) found that after school programs are a fairly complicated thing to run. There are a lot of regs involved. It is not as simple as having good ideas."

Baltimore-based Sylvan, for instance, considered its programs education, not day care, and therefore not subject to licensure. But the State of Maryland disagreed and Sylvan reluctantly got its programs licensed.

Sylvan spokesperson Cami Colarossi says the company will market its curricula to school-age providers. It is piloting sales now (Colarossi declined to say where) and plans to sell curricula nationally in a few months. Sylvan staff will also provide training and support for added fees, Colarossi said.

The company decided to keep the same type of hands-on activities in two-week units. It dropped the idea of having Sylvan franchisees run the programs because most don't have room.

The company shifted responsibility for Mindsurf from the Sylvan Learning Centers Division, which deals with franchises; to the Contract Education Services Division, which provides tutoring and education services.

Editor's Note: *Last year the financial magazine,* Individual Investor, *touted the stock of Sylvan (Nasdaq: SLVN) as a "hot stock." The July, 1999 issue commented that "during the past year investors have put the company in the dunce's chair" but pointed out that seven out of eight analysts rate Sylvan as a "strong buy." What was interesting about this was the article had no mention of Sylvan's after school venture and its partnership with National Geographic. On the other hand, that venture may be too small to mention as a part of a company that operates in 105 countries, is the market leader in testing, tutoring, and training for schools, governments, and corporations, and had $440 million in revenues in 1998.*

School-Age NOTES

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Goin' on a Snake Hunt – Part 2

by Gaila Savery

***Editor's Note:** In our July issue we started the adventure of taking a group of school-agers on a "snake hunt." This part concludes the journey. But the journey is more than about finding snakes.*

We come to a downed cedar tree, another good hiding place for "all kinds of bugs and snakes," says Michael. The texture of the tree and the way it peels it very interesting to the girls. "Could we use it to braid a rope or something?" "Why not? Let's try."

Snakes slither and slide in tall grass. "Maybe that's what we need to do to see them," says a kindergartener. "Let's try."

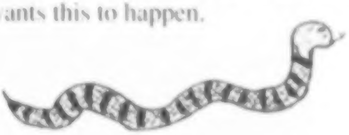
We clear the grove of trees and are faced with a huge field of semi-tall grass, old blackberry vines and just plain open spaces for running and exploring. Running out across the field, the boys stop dead in their tracks, turn around and look at me as though to say, "OK, we'll come back." They realize that we can see each other and it's OK to be about 100 yards away. Trust and respect–what a powerful combination!

Snakes slither and slide in tall grass. "Maybe that's what we need to do to see them," says a kindergartener. "Let's try." What a picture we are, all laying on our stomachs trying to slither. But, alas, no snakes. (Yeah!)

We continue on the trail winding around the field, seeing horses, cows, and sheep–and smelling them too. Now we are coming to different trees–evergreens–and another discussion on the smells, feels, and uses of these trees. Under the evergreens are nice beds of pine needles. "Crunchy,' "soft," pointy," "brown and red" are just a few of the descriptive words we use.

Our serious hunter, Justin, is now laying on his stomach because he saw a snake here at recess when he was in first grade (he's in fourth now). Well, he's right–a real sighting. Word spreads fast and loud–all 16 of us trying to see this poor, scared-to-death snake. "I'll touch it if you'll touch it." "No, I'm not going to." "Is it a baby?" "It's a yellow racer; they're the fastest you know." "Where'd it go?" "There it is!" The excitement, exhilaration and some fear are awesome. Their faces are all lit up and animated. This goes on for about 3-4 minutes, then the frightened snake finds an escape route. Disappointment quickly replaces all the excitement and exhilaration. The discussion of feelings (ours and the snake's) continues as we wander on.

Next is the duck pond, with some Canadian geese today. "Those are the kind of birds my uncle shoots." Now there's a moral discussion topic if I ever heard one. As we continue on around the playground, disappointment is evident in the slow pace and drooping faces. We accomplished the children's goal of finding a snake. But school is now in sight and we all know the hunt is coming to an end. No one wants this to happen.



However, the downcast faces and slow pace are quickly replaced with the thrill of sighting–yes!–another snake! (Two in one day. How could I be so lucky?) This is a full grown red racer that takes off instantly when it senses the children's excitement. The energy level is high now. The discussion and stories are beginning–I liken them to "fishermen" stories. "It was so big!" I saw it first!" "Gaila wouldn't touch it!" "The girls all screamed!" and so on.

Well another 15 yards and we're back to the school. But there's one last great adventure for children of any age. The leaves from the huge old maple trees are in some average-size piles that are calling us. Guess what we answered! What a perfect ending to a spiritual, intellectual and emotional Snake Hunt.

The children felt as though they were in control of their own destiny. We worked together, shared, trusted, and respected each other.

This hour and a half could never be replaced by a craft project, a science lesson, a movie, tape, or any other teaching device. The children felt as though they were in control of their own destiny. We worked together, shared, trusted, and respected each other. It was a time I will never forget, nor will the children. It is a time we enjoy "remembering when," and, most of all, an experience we can't wait to try again.

Gaila Savery is Regional Supervisor of the Vermont Hills Family Life Center in Lake Oswego OR and is the recent past president of the Oregon School-Age Coalition.

Oh Those
Lazy Days
Of Summer!

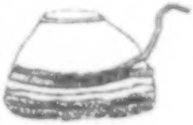
Celebrate Hispanic Heritage Month

with Arts & Crafts

The Hispanic culture is an exciting mixture of people from the ancient Aztec and Mayan Indians, blended with the more modern Spanish who settled in Central and South America hundreds of years ago. Here are some craft ideas to work on while celebrating this important culture.

Mexican Yarn Art

Gather together paper bowls, colorful yarn, glue and popsicle sticks. Start by putting glue on the inside bottom of the paper bowl. Cut a long piece of yarn and start swirling in a circular direction outward, using the popsicle stick to pat down the yarn as you go. Keep going around and around, adding glue as needed. Change yarn colors frequently. Once you get to the inside rim, flip the bowl over and continue on the the outside until the bowl is completely covered. Add finishing touches with extra yarn around the rim.



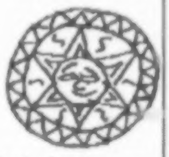
Paper Flowers

Materials include colorful tissue paper in 5 x 5" squares, and pipe cleaners. Cut the tissue squares into wavy circular patterns of different sizes. Place three or more different colored tissues on one another, largest on the outside. Poke two holes in the cenrter of the bunch and push a pipe cleaner up through one hole and down the other. Even out the ends of the pipe cleaners and then twirl together to make a stem.

Make a whole bouquet of flowers for friends who need cheering up, or decorate your program for a fiesta!

Guatemalan Plate Design

Use the design shown here or check out a book about Guatemalan art for ideas. Simply draw a pattern on a paper plate and paint with bright tempra paints. Punch a hole in the top and hang proudly with yarn.



Celebrate the World

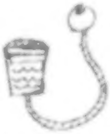
with Multicultural Games

Goose Feather Throwing Game

Early Native American people played games that required precision and great skill, practicing with tools readily available. Start by arranging 5 or 7 goose feathers (or any large feather) in a circle on the ground. Select a tree as a target and place a stone on the ground a short distance from the tree. One by one players stand behind the stone and throw a feather at the tree. The player with the closest feather to the tree wins that round. Give bonus points for hitting the tree or try the game with eyes closed.

Bilboquet

This game was popular during the late 1500s in France, with bilboquet cups carved from wood and painted with designs. Start by decorating a styrofoam cup with markers. Poke a small hole in the bottomof the cup and thread string through and knot; then thread the other end of the string through a large wooden bead and knot it securely. Hold the cup in your hand letting the ball hang freely. Move the cup to cause the ball to fly up and then catch the ball in the cup.



Zuni Basket Game

This Native American basket and painted stone game of chance requires a basket or flat bowl and heavy white cardboard. Cut the cardboard into 1.5" squares, enough for each child to have 5 squares. Have the children decorate one side of the square with native American symbols and designs, such as teepees, lightning bolts, buffalo figures. Any number of players sit facing each other in a circle. One player places his squares in the basket or bowl and tosses the squares up in the air, attempting to catch them again in the basket. Points are tallied by counting how the squares land: Five painted sides = 10 points, five plain sides = 5 points, four plain sides and one painted side = 4 points, and so on. Let the children create their own scoring systems based on the various possibilties — like three painted sides and two plain sides, etc.

Play continues around the circle until a player reaches 10 points, or whatever total points the group decides will be the winning number.

Folded Arms

Children stand in a circle with arms folded. One person, the thrower, holds a tennis ball or similar small ball. The thrower calls out a player's name and either throws the ball to that person, or pretends to throw it. If the receiver holds out his arms to catch the ball, but it isn't thrown, the thrower gets another turn with a different player; the same holds true if the thrower tosses the ball but the designated person doesn't catch it. If the receiver catches the ball that is thrown to him, it's his turn to be the thrower.

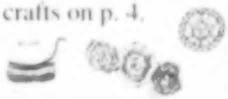
Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Suellen Nelles* of Fairbanks, AK.

37 Activity Ideas

The minimum number of Activity Ideas in this issue is 37.

SEPTEMBER CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
SEPTEMBER DAYS	Sept. 6–*Labor Day* became a national holiday in the U.S. in 1894. Create thank you cards for working parents and draw pictures of favorite things to do on Labor Day.	Sept. 11–On this day a Rhode Island Red hen laid 7 eggs in one day. The average is typically 1 or 2 eggs. Have an egg toss game outside in her honor.	Sept. 15 begins *National Hispanic Heritage Month.* Celebrate with a fiesta of your own. Try the crafts on p. 4. 	Sept. 15, 1889–birthday of Claude Barnett, founder of the Associated Negro Press in Chicago. Create a group newspaper with articles about freedom and equality.	Sept. 22–Birthday of the Ice Cream Cone. Create fun, healthy snacks using ice cream cones, but filling them with foods other than ice cream (fruit, jello, etc.).
APPLES	Johnny Appleseed, born Sept. 26, 1774, spent his life spreading apple seeds throughout the U.S. Research where you live to see if history records he was there.	Tell apple jokes: What is worse than finding a worm in your apple? (Answer: finding half a worm!)	Apple Science: Try drying apples and comparing fresh to dried. What happens to the outer skin? The inner pulp?	Make dried apple people. Carefully carve faces into apples and allow to dry in a low voltage food dehydrator, making sure to follow its directions for safe use.	Is there a commercial apple orchard in your area? Take a trip there for fall harvesting. Bring back apples to make apple butter, apple sauce, and apple cider.
FIRST AID	September is *Emergency Medical Care Month.* Make a list of common home emergencies with the kids and brainstorm safety solutions.	Make personal first aid kits. Decorate the outside of computer disk boxes or other small boxes and add band-aids and other small supplies the kids can think of.	Take a tour of your local American Red Cross chapter. What different types of services do they offer? Are there services your program can provide?	Ask a certified First Aid instructor or nurse to give the children basic instruction on simple first aid skills.	Let the children practice what they learned on each other: tying splints for broken legs, making slings, wrapping sprained ankles, putting pressure on wounds.
CARTOON FUN	The first cartoon strip was created on Sept. 11, 1875 and was called "Professor Tigwissel's Burglar Alarm." Have the kids write a cartoon strip for this title.	Bring cartoon strips and have the kids pick their favorites. Read them aloud and tell why they're favorites.	Find a book about how to draw cartoon figures. Let the kids practice on large sheets of paper.	Write and illustrate your own comics. Start by brainstorming themes and create a character to be a hero or villain of that theme.	Present comic strips with the words removed. Have the kids write in their own script.
SING OUT	Let the kids bring in their favorite music to sing along in front of an audience. (Screen for appropriate lyrics.)	Listen to nature's symphony. Go to a wooded area away from urban noise and sit quietly. After five minutes, have the group describe what they heard.	Let the kids write new lyrics to familiar tunes like *Row, Row, Row Your Boat,* or *Twinkle, Twinkle Little Star.* Lyrics can be about their interests or the program.	Find songbooks or recordings of songs from other countries to share with the kids. Ask kids from other cultures to teach songs from their country of origin.	Invite parents in for a sing-along event. Have the kids practice songs to share. Provide the parents with written song sheets and enjoy the harmony.
TREES	Make binoculars out of toilet paper rolls. Find a quiet place to sit in the woods and use the binoculars to make nature observations.	Let each child adopt a tree. Give them time to introduce themselves, make tree rubbings and even sing to the tree. Make regular visits to the trees.	Collect leaves from the adopted tree and arrange on wax paper with crayon shavings. Iron with another wax sheet on top to melt the crayon. Hang in a window.	Have each child keep a journal of interesting observations about their tree as the seasons change, complete with hand drawn pictures.	Add birdfeeders such as hanging orange halves or peanut butter and seed coated pine cones to attract critters. Keep track of who is building nests in the trees.

Washington Notes

by Charles Pekow

Charles Pekow is the editor of "Day Care U.S.A." This report was written exclusively for SAN readers.

$50M to Boys & Girls Clubs

The Senate Appropriations Committee approved an appropriations bill for FY2000 that would fund national Boys & Girls Clubs at $50 million. Congress still needs to approve the bill. The funds would include $10 million specifically for developing an Internet program for the organization. Other organizations benefiting from this bill would be delinquency prevention programs managed by the Office of Juvenile Justice & Delinquency Prevention, including $89 million in Formula Grants to state and local governments, $15 million for Juvenile Mentoring, and $95 million for Incentive Grants to local prevention programs, and Law Enforcement Family Support at $1.5 million.

Program Profile...

(Continued from front page)

will want to hear what's special about this program, what are some of the challenges the program faces, what has been done that works well, etc. The editors at SAN will decide which programs get the longer profile and which will have a Photo Profile depending on our editorial needs.

What we need from you

Let us know you are interested in either the Program Profile or Photo Profile by requesting a Program/Photo Profile questionnaire and information sheet. Which can be done by mail, fax, e-mail, or phone. See below for directions.

How it will work

For this to work we'll need submissions of information and photos from our readers. This is an ongoing feature so there's no "deadline" for sending your information. If you have a special event coming up that you want to report on, then you can wait. But we do want to hear from many different programs.

Regardless of how your program is profiled we need basically the same information from everyone. Here is a sample of the kind of information we are looking for:

- How long has your program been in operation?
- Who administers the program (i.e. religious institution, public or private school, YMCA, Boys & Girls Club, child care center, 4-H, parent board)
- Where is your space located?
- Is your program in dedicated space or do you share space?
- How many sites does your program have?
- How many children do you serve at each site?
- Is your program situated in an urban site, suburban, or rural site?
- Is your program for school-age children only or part of a larger child care program (what ages and number of children)?
- What is the age range of children served in the school-age program
- How many children in your program are kindergarten through 3rd grade? 4th grade and up?
- What are your hours of operation?
- Do you have a summer program?
- How many staff do you employ?
- What is your staff:child ratio?
- What is your fee schedule for before-and-after school care? For the summer program?
- Do you have fixed fees only or are fees based on a sliding scale?
- Are you for-profit or non-profit?
- Is there a unique focus to your program?
- What types of activities do you offer?
- What are some of the challenges you face in administering your program? How have you addressed those challenges?
- What has worked for you in these areas: programming activities; discipline; working with parents; nutrition; staff training?

Photo Guidelines

When we send the questionnaire back we will strongly encourage programs to submit at least one photo with the completed questionnaire. The photo should be no larger than a 4X6 snapshot and can be in color or black and white. Those photos that get published will show a crisp clear image of a program activity in which the children are happily engaged. No group shots of everyone smiling at the camera! The more unique the activity the better, but be sure to include a caption explaining what the activity is if it is not readily apparent. Variety is the key to the photos we'll choose. (Also - remember to make sure you have parental permission slips on file for allowing photos of the children to be published.)

We're excited about this new feature, and hope you are too. Remember to request a questionnaire and information sheet by sending a note or postcard to Program Profile, School-Age NOTES, PO Box 40205, Nashville TN 37204 or faxing a request to 615-242-8260 or by phone to 800-410-8780 or via e-mail sanotes@aol.com and asking for the Program/Photo Profile questionnaire.

Y2K Care

Yes, there is a child care/Y2K connection that your program may want to consider. According to the Family & Workplace Connection, many corporations may cancel end-of-year vacations for employees in order to have them working on Y2K issues. If school-based programs are closed during the holidays, parents may be left scrambling for all day care for their children. Your program may want to survey the parents in your program to see if they face this problem and then consider creating flexible and drop-in hours for this short period to accommodate parents' needs.

Health & Safety Notes

"Dive Sticks" Recalled

If your summer program includes a lot of swim time, be aware that the Consumer Product Safety Commission (CPSC) is planning on recalling *dive sticks*, which are "hard plastic cylinder-shaped toys that stand upright on the bottom of pools so children can retrieve them." Apparently at least six children have suffered injuries from being impaled by the sticks. Versions that are shaped like sharks are considered to be more dangerous.

If your program has been using these dive sticks for water games, they should be disposed of. Parents should also be alerted to this dangerous water toy.

For checking on safety issues with other toys go to the CPSC's website at www.cpsc.gov.

Rumor or Not, Wash Those Soda Can Tops!

A recent posting on the Internet school-age listserv told the supposedly true story of a woman who died after drinking a can of soda because she had not washed off the top of the can, which turned out to be "encrusted with dried rat's urine." Since rumors of this type abound on the Internet, we have no way of verifying whether this story is true or not, but it does serve as a reminder that soda cans are often stored in less than ideal conditions and likely have been exposed to all kinds of dirt, dust, grime, and germs. So it's just a safer practice to clean off a soda can before you pop the top and take a drink on these hot summer afternoons!

Coming in September...

School-Age NOTES celebrates 20 years!

Planning Your SAC T. A. Training For The Year?

School-Age NOTES would like to help you.

We will send free catalogs and mini-samples for your next school-age workshop.

We will list your conference in this monthly newsletter.

We will provide free catalogs and mini-samples for you to place in your conference packets.

School-Age NOTES offers DISCOUNTS for GROUP SUBSCRIPTIONS: 20% off for 5-19 subscriptions; 25% for 20-49; 30% for 50-99; and a 40% discount for100+ subscriptions. Group subscriptions make a great gift providing ongoing monthly training for your conference participants or for working with multiple centers. (***Here's a hint:*** *subscription prices will increase in January, 2000. Get your group subcriptions now and save!*)

Rich Scofield is available as a keynote speaker or workshop leader for your conference. Call today as his schedule fills up quickly.

Biz Tip #4

"Your Call Cannot Be Completed as Dialed"

Telephone area codes are changing rapidely due to demand for new numbers to accommodate pagers, cell phones, computer lines, etc. Some areas are changing every two years. If you get a message saying "Your call cannot be completed as dialed," check with directory assistance to see if the area code has changed.

Youth Program Evaluations

The June 23, 1999 issue of *Education Week* reports that the American Youth Policy Forum has released a compendium of evaluations of youth programs and practices. The guide is an effort to provide easy reference for the types of interventions that work with youth.

The guide, titled "More Things That Do Make A Difference for Youth" is a sequel to a similar summary published in 1997. It features evaluations of 46 youth programs with summaries of the programs plus "key components" and "evidence of effectiveness."

The guide is available for $10, including postage, from the American Youth Policy Forum, 1836 Jefferson Place N.W., Washington DC 20036-2505.

SAC CONFERENCES

INDIANA Sept. 25, 1999
Annual SAC Conference, Indianapolis
Contact: Linda Orejuela, 317-283-3817

CALIFORNIA Oct. 1-2, 1999
6th Annual "Older Kids Conference, this year called National Middle School Conference
San Francisco, **Contact:** CSAC, 415-957-9775

VERMONT Oct. 2, 1999 **New Listing**
6th Annual SAC Conference, Stowe
Contact: Karen Gray, 802-863-3367, ext. 11

FLORIDA Oct. 7-9, 1999
FSACCC State Conference, Coral Springs
Contact: 1-888-438-3123

OHIO Oct. 10-12, 1999 **New Listing**
Ohio Early Childhood & SAC Conference, Columbus, **Contact:** Alycia Orcena, 419-468-7581

NEW JERSEY Nov. 5-6, 1999
Annual SAC Conference, Basking Ridge
Rich Scofield, featured speaker
Contact: Silvia Canabal, 973-597-1050

MISSOURI Feb. 11-13, 2000 **New Listing**
MOSAC² Conference, Osage Beach
Contact: Mary Baker, 573-884-2582, Barb Brown, 573-884-1917

NSACA April 14-15, 2000
12th Annual National School-Age Care Alliance Conference, Pittsburgh, PA
Contact: 617-298-5012

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

School-Age NOTES
PO Box 40205
Nashville, TN 37204-0205

ADDRESS SERVICE REQUESTED

PERIODICALS

August 1999

RESOURCES

National Helpers Network

The National Helpers Network has a library of user-friendly program guides that can assist school-age program directors in every stage of creating and running a service learning project.

Based on program models developed by the National Helpers Network, the guides assist adult leaders in a variety of settings, including schools, community organizations, after school programs and summer camps. The guides offer practical advice and clear steps for preparing youth for service, guiding reflection activities and linking service to the curriculum for enriched learning. All program guides:

- are generated from hands-on experience in Helper programs
- are field-tested and revised regularly
- include model lessons and exercises
- provide effective strategies for linking service learning with curriculum
- feature practical information in a user-friendly format for program leaders at every level of experience.

For more information about the guides and on starting a service learning project in your program, call the National Helpers Network at 1-800-646-4623. Inside New York state call 212-679-2482. ❧

Youth Empowering Resource

Giving young people a voice in matters that concern them is the goal of the Activism 2000 Project, a national clearinghouse that encourages youth to speak out and solve the problems they care about. They have a web site (**www.youthactivism.com**) and a book titled *Youth! The 26% Solution*, that offers suggestions for youth on how to design lasting solutions, youth-produced surveys, news releases, and other materials, along with true stories of young people who worked to make a difference. The book is available for $14.95 from the Activism 2000 Project. Call them at 1-800-KID-POWER. ❧ *(NOTE: SAN checked out this website and considers it an excellent resource to go hand in hand with service learning.)*

On the Web

The following websites may be useful for school-age programs:

Kids' Clubhouse: a site with activities such as brainteasers, word searches, and geography games. Go to: **www.edu.place.com/kids**

Rainy Day Resource Page: dozens of on and off the computer activities, including science experiments, recipes, and arts and crafts. Go to: **www.cp.duluth.mn.us/~sarah/**

(NOTE: SAN has checked the websites listed here and have found them to be suitable for school-age children.)